




	Autumn Term	Spring Term	Summer Term
SCIENCE	<p><b>Raiders and Invaders</b> Sound.</p> <p><b>Must:</b></p> <ul style="list-style-type: none"> <li>Suggest ways of producing sounds</li> <li>Identify similarities and differences between various sounds</li> <li>Recognise a vibration</li> <li>Distinguish between pitch and loudness</li> <li>Suggest how to change the pitch made by an instrument</li> <li>Recognise how sound changes with distance</li> </ul> <p><b>Should:</b></p> <ul style="list-style-type: none"> <li>Explain that sounds are produced when objects vibrate</li> <li>Suggest how to change the pitch and loudness of sounds produced by a range of musical instruments</li> <li>Suggest how to investigate how well sound travels through different materials</li> <li>Identify what is vibrating in a range of instruments</li> <li>Describe a pattern for sound changing with distance</li> <li>Use evidence to answer questions and form conclusions</li> </ul> <p><b>Could:</b></p> <ul style="list-style-type: none"> <li>Describe ways that pitch is changed in relation to vibration</li> <li>Link cause and effect to explain how volume and vibrations are related</li> <li>Generalise about how to change pitch</li> <li>Use results to raise further questions</li> </ul> <p>Child led investigation – Sound</p> <p>Electricity:</p> <p><b>Must:</b></p> <ul style="list-style-type: none"> <li>Describe some of the dangers associated with mains electricity</li> <li>Construct and test a simple series circuit</li> </ul>	<p><b>Go with the Flow</b> States of Matter:</p> <p><b>Must:</b></p> <ul style="list-style-type: none"> <li>Group materials based on simple properties and as solids, liquids and gases</li> <li>Name some solids and liquids</li> <li>Describe that when ice melts it turns into a liquid</li> <li>Describe how to change water into ice and steam into water</li> <li>Describe examples where these changes occur</li> </ul> <p><b>Should:</b></p> <ul style="list-style-type: none"> <li>Describe the differences between solid and liquids and relate to ideas about states of matter</li> <li>Describe melting and give an everyday example</li> <li>Name and describe the state changes of water</li> <li>Recognise that these state change processes can be reversed</li> <li>Explain the water cycle in terms of these processes</li> <li>Read thermometers accurately</li> <li>Record and present data effectively</li> <li>Report on finding and draw conclusions from them</li> </ul> <p><b>Could:</b></p> <ul style="list-style-type: none"> <li>State that some materials e.g. most metals have to be treated to a very high temperature before they melt</li> <li>Explain how changing conditions affect processes such as evaporation and condensation</li> </ul> <p>Child led investigation – Solids and liquids</p>	<p><b>Ancient Greece</b> Plants:</p> <p><b>Must:</b></p> <ul style="list-style-type: none"> <li>Identify the different types of plants and name their functions</li> <li>Record their findings with simple drawings, labelled diagrams and neat tables</li> <li>Describe how water is transported in plants</li> </ul> <p><b>Should:</b></p> <ul style="list-style-type: none"> <li>Compare the effect of different factors on plant growth</li> <li>Name the parts of a flower and explain what they do</li> <li>Ask relevant questions and use different types of scientific enquiry to answer them</li> </ul> <p><b>Could:</b></p> <ul style="list-style-type: none"> <li>Compare the effects of different conditions on plant growth</li> <li>Describe some of the different ways plants spread their seeds</li> <li>Suggest improvements and raise further questions about their investigation</li> </ul> <p>Child led investigation - plants</p> <p>Living things and their habitats:</p> <p><b>Must:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>With help identify plants and animals found locally using simple keys</li> <li>Make observations of animals and plants</li> <li>Recognise that we need to care of the environment of things we can do</li> <li>Describe how the environment may change over time</li> </ul> <p><b>Should:</b></p> <ul style="list-style-type: none"> <li>Devise questions that can be used to construct keys</li> </ul>

	<ul style="list-style-type: none"> <li>Identify some reasons why an appliance or component might not work in a circuit</li> <li>Test some materials to see if they are conductors or insulators</li> </ul> <p>Should:</p> <ul style="list-style-type: none"> <li>Make circuits from drawings provided</li> <li>Construct and make drawings of simple working circuits</li> <li>Suggest why some circuits work and some do not</li> <li>Record finding and draw conclusion from tested</li> <li>Explain simple how switches work</li> <li>Describe what is need for a circuit to work</li> <li>Investigate how changing batteries affects the bulb in a circuit</li> </ul> <p>Could:</p> <ul style="list-style-type: none"> <li>Represent working circuits clearly in drawings</li> <li>Generalise about conductors and insulators</li> <li>Design circuits to suit a purpose</li> </ul>		<ul style="list-style-type: none"> <li>Use simple keys to identify organisms</li> <li>State the living requirements of some invertebrates</li> <li>Begin to make simple keys to make a range of living things</li> <li>Explain simply why living things need to be classified</li> <li>Describe some things that can be <b>done</b> to care for the environment</li> </ul> <p>Could:</p> <ul style="list-style-type: none"> <li>Create keys independently to identify a range of living things</li> <li>Explain how the environment can be protected</li> <li>Describe how the environment changes overtime and suggest if this is a good or bad thing</li> <li></li> </ul>
ART	<p><b>Raiders and Invaders</b>  Area – <b>textiles weaving</b>  Media – fabric, thread, paper  Artist focus – Lucy Poskitt</p> 	<p><b>Go with the Flow</b>  Area – <b>Printing and drawing</b>  Media – printing ink, lino print  Artist focus – William Morris</p> 	<p><b>Ancient Greece</b>  Area – <b>Sculpture</b>  Media – clay  Artist focus –Ancient Greek sculpture and Anthony Gormley</p> 
	<p><b>Raiders and Invaders</b></p> <p>In this unit children explore weaving as an art form linked to their learning about the Anglo Saxons. They look at how weaving is presented as a textile art form and how shape and form is created. They investigate two and three dimensional work based on the landscape at Sutton Hoo. They investigate and use a range of materials, techniques and textile processes to create weaving surface patterns and textures.</p> <p>Artist focus: Lucy Poskitt</p> <p><b>Must:</b> investigate and use textile materials and processes to communicate ideas in weaving; comment on differences in their own and others' work; suggest ways of improving their own work to create a simple 2D weaving</p>	<p><b>Go with the Flow</b></p> <p>To investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.</p> <p>Artist focus: William Morris</p> <p><b>Must:</b> explore shape, colour and pattern; use stencilling and print-making techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work.</p>	<p><b>Ancient Greece</b></p> <p>To create a double clay sculpture influenced by Ancient Greek sculpture, Henry Moore and Anthony Gormley – life sketching to show strength and character, investigate clay sculpture technique, investigate and practice different decorative techniques, create own sculpture evaluate and exhibit.</p> <p>Artist focus: Ancient Greek sculpture and Anthony Gormley</p> <p><b>Must:</b> explore ideas about sculptures and make a sculpture of a double portrait; comment on differences in others' work; suggest ways of improving their own work</p> <p><b>Should:</b> explore ideas and collect information about people and use this to make a double sculpture that</p>

	<p><b>Should:</b> explore ideas and collect materials and information to support their work; investigate colour, shape and texture in weaving materials and processes and use these to communicate ideas; comment on similarities and differences in their own and others' work; adapt and improve their own work to create a textured weaving with 3D elements</p> <p><b>Could:</b> collect visual and other information to help them develop ideas; investigate, combine and organise visual and tactile qualities and apply their knowledge of materials and processes to communicate their ideas in their weaving; compare and comment on ideas, methods and approaches in their own and others' work; adapt and improve their work to realise their intentions, using their investigations to effect the outcome.</p>	<p><b>Should:</b> explore how shape and colour can be organised and combined to create patterns for different purposes; collect visual information; experiment with stencilling and print-making techniques to make a printed pattern; comment on similarities and differences between their own and others' work; adapt and improve their own work, according to its purpose.</p> <p><b>Could:</b> explore relationships between shape, colour and pattern and textile materials and processes; collect visual and other information with a purpose in mind; choose and experiment with materials and techniques to suit their intentions; compare the ideas, methods and approaches used in their own and others' work; improve and adapt their own work according to its purpose.</p>	<p>communicates their relationship; investigate visual qualities; experiment with sculpting techniques to communicate their ideas and experiences; comment on differences and similarities between their own and others' work; suggest improvements to their own work</p> <p><b>Could:</b> select information to help them develop their ideas for making a double sculpture; combine and organise visual qualities; experiment with methods and approaches; choose how to communicate their ideas and experiences; compare and comment on the similarities and differences in their own and others' work; adapt and improve their own work according to its purpose</p>
DT	<p><b>Raiders and Invaders</b> Create a Raiders and Invaders electronic quiz- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.) – link with Science</p> <p><b>must:</b> Connect simple electrical components in a series circuit and program an interface to make a complete working circuits attached to a quiz questions.</p> <p><b>should:</b> Connect simple electrical components in a series circuit and program an interface to make an electronic quiz using cardboard and electronics which can easily be adapted when question is changed.</p> <p><b>Could:</b> Connect simple electrical components in a series circuit and program an interface to make an electronic quiz with two different circuits, one which highlights right answers and one wrong answers.</p>	<p><b>Go with the Flow</b> To design, make and evaluate a bridge focussing on supporting structures and a mechanism. (curriculum coverage - <i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i>)</p> <p>Examine the structure of a variety of bridges and the materials they use, evaluate best design; investigate the structure of a bridge using a range of house hold waste boxes, design, make and evaluate a bridge with a purpose</p> <p><b>must:</b> understand how paper can be folded to strengthen it and to know that triangles are very important in construction due to stability and use this information to bridge a gap (make structure) between two surfaces.</p> <p><b>should:</b> understand and examine different bridge types (structures) and examine the shapes created and why they are used. Create a bridge to hold given weight and following size dimensions using paper folding and strengthening techniques on the superstructure (top part).</p>	<p><b>Ancient Greece</b> End product to design, make and evaluate own Greek catapult – explore a range of catapults, investigate and analyse a range of catapults and materials, investigate how to join two materials together for maximum strength, research and develop a design criterion to help make a functional catapult, select and use a range of tools to create a functioning catapult, evaluate my product against the design criteria.</p> <p><b>must:</b> Join and make a base frame for a catapult and use tension with elastic bands to make a working catapult.</p> <p><b>should:</b> Use tools to accurately measure, mark out, cut, shape and join materials to make frameworks for a catapult and strengthen corners. Adapt a given design to fit with materials offered to them and evaluate their products against a range of criteria.</p> <p><b>Could:</b> Use tools to accurately measure, mark out, cut, shape and join materials to make sturdy square frameworks for a catapult and strengthen corners. Use finishing techniques suitable for the product and</p>

		<p><i>Could:</i> make a strong substructure (piers/abutments) to hold up the bridge using the knowledge of triangles as a stable shape.</p>	critically evaluate their products against a range of criteria.
HISTORY	<p><b>Raiders and Invaders</b></p> <p>Children are introduced to the idea that people from other societies have been coming to Britain for a long time. They learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links are made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>Chronology time line – putting in context of British history.</p> <p><u>What happened to Britain when the Romans left?</u> [5 lessons] Can the children:</p> <ul style="list-style-type: none"> <li>Identify where did the Angles, Saxons, Jutes, Frisians come from</li> <li>Research where else they went and where they settled</li> <li>Use specialist vocabulary and terminology related to these invaders and settlers</li> <li>Identify the key features, sequence and duration of these societies</li> <li>Identify the reasons for the arrival of the Saxons, Vikings and Scots;</li> <li>Understand the differences in reasons for migration between Saxons and Vikings and between these societies and today</li> <li>Explain how we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence;</li> <li>Articulate the characteristic features of different groups within these societies.</li> <li>Research the challenges facing the early settlers and how they overcame them;</li> <li>Infer how the arrival of these societies might be interpreted differently.</li> </ul> <p>Assessment task</p>	<p><b>Go with the Flow (Geography focus)</b></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.</i></p> <p>E.g Leonardo da Vinci's Canal <b>Lock, James Brindley,</b></p> <p>Who is xxx?</p> <p>When did XXX live?</p> <p>Why is this individual remembered?</p> <p>What were the most important events in his/her life?</p> <p>What were some of the features of the society when he/she lived?</p> <p>What sources of information have been helpful for learning about this individual?</p> <p>How should we remember this individual and why?</p>	<p><b>Ancient Greece</b></p> <p>A study of Greek life and achievements and their influence on the western world, gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'; know and understand significant aspects of the history of the wider world: the nature of ancient civilisations, achievements and follies of mankind, understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><u>How can we find out about the civilisation of Ancient Greece?</u></p> <p>Who were the Ancient Greeks? Can the children:</p> <ul style="list-style-type: none"> <li>make inferences from sources about the location, physical features and climate of modern Greece</li> <li>place Ancient Greece in time using a timeline</li> <li>locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance</li> <li>carry out research using secondary sources of written information</li> <li>identify some of the similarities and differences between life in Athens and Sparta and report their findings to the rest of the class</li> <li>begin to show an understanding of key terms such as democracy, civilisation, culture, laws, justice</li> </ul> <p><u>What do artefacts tell us about what life was like in Ancient Greece?</u></p> <p>Can the children:</p> <ul style="list-style-type: none"> <li>infer information from artefacts about what life was like in Ancient Greece</li> <li>begin to identify what other sources they might need to get a fuller picture about life in Ancient Greece</li> </ul> <p><u>What do archaeological sites tell us about what life was like in Ancient Greece?</u></p> <p>Can the children:</p>

	<ul style="list-style-type: none"> <li>Explain the main features regarding the chronology, reasons for invading and settling and the main features of these societies.</li> </ul> <p><u>How well did the Saxons and Vikings get on with each other?</u></p> <p>Can the children:</p> <ul style="list-style-type: none"> <li>Identify the key events associated with the raids from stories;</li> <li>Infer why Vikings caused so much fear;</li> <li>infer from artefact how Vikings were able to succeed;</li> <li>research how the Saxons responded (eg different kings and Bretwalda);</li> <li>discuss whether there are any similarities with today (eg racial tension).</li> <li>Discuss the nature of the conflict between Saxons and Vikings;</li> <li>Show some understanding of the contribution made by Alfred;</li> <li>Begin to recognise the changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro;</li> <li>Reflect up the state of Britain on the eve of the Conquest.</li> </ul>		<ul style="list-style-type: none"> <li>infer information from artefacts about what life was like in Ancient Greece</li> <li>select and combine information from different sources about life in Ancient Greece</li> <li>produce structured work in the form of a tour guide for an Ancient Greek historical site making appropriate use of dates and terms</li> </ul> <p><u>Can we learn anything from Greek myths and legends?</u></p> <p>Can the children:</p> <ul style="list-style-type: none"> <li>select and sequence information to produce structured work in the form of story-telling or drama</li> <li>begin to assess how useful Greek myths/legends are in helping them to find out about the past</li> <li>show some understanding that aspects of the past have been represented and interpreted in different ways</li> </ul> <p><u>What do we know about the achievements of Alexander the Great?</u></p> <p>Can the children:</p> <ul style="list-style-type: none"> <li>use different sources to identify the most important achievements of Alexander the Great giving reasons</li> </ul> <p>Assessment activity</p> <p>What sources should we include in a museum display on the life and achievements of the Ancient Greeks? Can the children show what they have learnt throughout the enquiry?</p> <p><u>Can we thank the Ancient Greeks for anything in our lives today?</u></p> <p>What are the similarities between our school and schools in Ancient Greece? Can the children:</p> <ul style="list-style-type: none"> <li>use a range of sources to find out about life in Ancient Greek schools and make inferences</li> <li>describe similarities and differences from the past and give reasons for some of these</li> </ul> <p><u>What can we learn from our language about Ancient Greece?</u></p> <p>Can the children:</p> <ul style="list-style-type: none"> <li>use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary</li> </ul>
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			<p>architecture, and make inferences about the influence of the latter</p> <p><u>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</u></p> <p>Can the children:</p> <ul style="list-style-type: none"> <li>begin to use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy</li> <li>show some understanding of how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today</li> </ul> <p>Assessment Activity</p> <p>Which is the most important legacy of the Ancient Greeks?</p> <p>Can the children show what they have learnt throughout the enquiry</p>
GEOGRAPHY	<p><b>Raiders and Invaders</b></p> <p><b>Visit Sutton Hoo</b></p> <p>Must: develop map work skills to identify and consider the reasons for the location of Sutton Hoo; use maps to identify where Anglo Saxon settlements were located in Britain.</p> <p>Should: identify the route taken from school; reflect on the needs of the Saxons and how they were met through the location of their settlements.</p> <p>Could: consider transport routes in relation to other visitors to this site of national importance.</p>	<p><b>Go with the Flow</b></p> <p><b>Local Area Visit</b></p> <p>Must: learn the water cycle; map and investigate the location of local rivers and streams (River Wid); record the weather; learn about the impact of how we live on the environment and climate change; develop map work skills to identify the location of Ingatestone Hall.</p> <p>Should: recognise the impact of too much or too little rain; undertake fieldwork involving sketching the course and cross section of a stream; identify the route taken from school.</p> <p>Could: consider transport routes in relation to other visitors to the river Wid; consider the change in land use as Ingatestone Hall has grown as a tourist attraction</p>	<p><b>Ancient Greece</b></p> <p>Must: investigate why Greece is a popular tourist destination.</p> <p>Should: compare the climate of Britain and Greece.</p> <p>Could: use maps of different scales to locate ancient cities and their modern day equivalents.</p>
MUSIC	<p>RAIDERS AND INVADERS</p> <p><u>Mamma Mia</u></p> <p>Listen to and appraise the music of Abba. Pupils to appraise and sing and accompany their singing using percussion instruments. Explore pulse, rhythm and pitch and link to their composing and performance work.</p>	<p>GO WITH THE FLOW</p> <p><u>Glockenspiel Unit 2</u></p> <p><u>Lean on me</u></p> <p>Listen to and appraise gospel and religious music. Pupils to appraise and sing and accompany their</p>	<p>IT'S ALL GREEK TO ME</p> <p><u>Blackbird</u></p> <p>The Beatles and the development of pop music.</p> <p><u>Recorders – Charanga Blown Away Recorders Book 1 (second half)</u></p>

	Rehearse and perform music for the Christmas performance.	singing using percussion instruments. Explore pulse, rhythm and pitch and link to their composing and performance work.	Recap the notes B,A and G introduced in Year Three. Introduce E. Develop written notation using crotchets, quavers, minims and semibreves and rests. Time signatures.
	<p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p> <p>Compose simple rhythmic accompaniment to a song using ostinato patterns and drones.</p> <p>Compose a simple melody from a selected group of notes [i.e. a pentatonic scale].</p> <p>Compose music that has a recognisable structure.</p> <p>Recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music.</p> <p>Notate their compositions using a graphic score.</p> <p>Write a short melody they have composed using written notation.</p> <p>Read written stave notation when playing their instruments.</p>	<p>Sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise.</p> <p>Compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.</p> <p>Recognise basic style indicators of Gospel music.</p> <p>Identify the structure and features of a rap.</p> <p>Play by ear – find known phrases or short melodies using tuned instruments.</p> <p>Identify whether a song has a verse/chorus or call and response structure.</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]</p> <p>Write a short melody they have composed using written notation.</p> <p>Read written stave notation when playing their instruments.</p>	<p>Respond to the music of The Beatles, identifying style features.</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Read and play from some conventional music symbols.</p> <p>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</p> <p>Perform to an audience of adults, an assembly or other classes with increasing confidence.</p> <p>Use a range of ICT to sequence, compose, record and share work.</p> <p>Identify crotchets, minims, quavers and semibreves.</p> <p>Identify a treble clef.</p> <p>Identify the use of metre in 2 or 3 in a piece of recorded or live music.</p> <p>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recording .</p> <p>Recognise music from different times and countries, identifying key elements that give it its unique sound.</p> <p>Read the notes B, A, G and E on a stave.</p> <p>Watch a recording of their performances and evaluate them.</p> <p>Write a short melody they have composed using written notation.</p> <p>Read a wider range of notes when playing their instruments.</p>
RE	<p><b>Raiders and Invaders</b></p> <p><b><u>Christianity</u></b></p> <p>Creation – The Fall</p> <p>Adam &amp; Eve – Reflect on story</p> <p>Temptation</p> <p>Reflect on Christian value of Forgiveness in regards to the Fall</p> <p>Moses and the plagues - Exodus</p>	<p><b>Go with the Flow</b></p> <p><b><u>Christianity</u></b></p> <p>People of God</p> <p>Noah and Abraham – relationships/ covenants with God</p>	<p><b>Ancient Greece</b></p> <p><b><u>Christianity</u></b></p> <p>Kingdom of God - consider the impact of the story of the Pentecost on those involved and to Christians today, make links between the story of the Pentecost and the Holy Spirit, compare how the disciples felt before and after the Pentecost</p>



	<p>Importance of 10 commandments to Christians.</p> <p><b><u>Judaism</u></b></p> <p><i>At start of first lesson recap what they have learnt previously in earlier year group)</i></p> <p>Features of the synagogue and how Jews worship there. The role of the Synagogue in the Jewish Community.</p> <p>The story of the Passover, what it means to Jews, recognise and relate the symbolism of the Seder plate with the events of the Exodus (2 lessons)</p> <p>Observing Shabbat in the home and the Synagogue.</p> <p>The Importance of the home in Jewish Life: keeping a Kosher home and observing dietary laws.</p>	<p><b><u>Sikhism</u></b></p> <p><i>At start of first lesson recap what they have learnt previously in earlier year group)</i></p> <p>Festival of Baisakhi (the story of how Guru Gobind Singh founded the Khalsa – the Sikh community-took place on Baisakhi Day.</p> <p>The Five K's and the turban.</p> <p>The importance of equality in Sikhism. How they live their lives-ie following the example of the Gurus, focussing their lives on God rather than themselves. Living a life of service to God and service to others.</p> <p>Sharing the langar (communal meal) vand chhakna: giving money or time to help others.</p>	<p>Consider the impact of the story of the Pentecost on those involved and to Christians today, make links between the story of the Pentecost and the Holy Spirit, compare how the disciples felt before and after the Pentecost.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text. Offer suggestions about what the texts studied (1Corinthians 12 and Galatians 5) might mean and give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the idea of the Church as a body, the fruit of the Spirit and the Kingdom of God and how Christians live in their whole lives and in the church communities.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p> <p>Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p> <p>Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.</p> <p><b>Incarnation: What is the Trinity?</b></p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>Offer suggestions for what texts about God might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p>
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			<p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly</p>
COMPUTING	<p><b>Raiders and Invaders</b> e-safety <i>We are meteorologists</i></p> <p>Children use weather collecting resources to input the data into an excel spreadsheet and record using graphs.</p> <p>Final product: Chn create their own excel spreadsheet to record the information about the weather in Shenfield.</p> <p>Can children:</p> <ul style="list-style-type: none"> <li>• Use weather measurement equipment safely</li> <li>• Create simple charts</li> <li>• Make predictions</li> <li>• Create a presentation for their weather forecast</li> <li>• Add measurement and descriptions to photographs</li> <li>• Present the weather effectively to their peers</li> <li>• Identify unusual data</li> <li>• Consider some of the difficulties in predicting the weather.</li> </ul> <p>Excel- spreadsheets</p>	<p>Go with the Flow e-safety <i>We are software developers</i></p> <p>Children will be making their own maths times table game. They will focus on adding 2 sprites (1 that moves at a steady rate and 1 that moves as you answer the questions correctly/incorrectly). They will be working on adding variables.</p> <p>Final product: Chn will create their own times table game on scratch which alters based on an input (variable) from the user.</p> <p>Can children:</p> <ul style="list-style-type: none"> <li>• Develop an interactive educational game</li> <li>• Put scratch blocks into the right order for the game</li> <li>• Use the keyboard for input and the screen for output</li> <li>• Use a repeat block correctly</li> <li>• Keep track of random numbers and the score</li> <li>• Add a variable within their game</li> <li>• Plan their own approach to developing a game</li> <li>• Use a countdown timer</li> <li>• Explain how the algorithm that underlies their game works</li> </ul> <p>Due to the length of this topic the children will then be creating their own toy in scratch which has moving parts. It incorporates sound within scratch and they have to present it in a Dragon's den format.</p> <p>Can the children:</p>	<p><b>Ancient Greece</b> e-safety <i>We are co-authors</i></p> <p>The children work in small groups to create a presentation about their topic. They all have a different part of the presentation and use google shared documents to create the presentation together.</p> <p>Final product: Create a group presentation</p> <p>Can children:</p> <ul style="list-style-type: none"> <li>• Create content for a presentation</li> <li>• Edit their own content</li> <li>• Work with others to plan a project</li> <li>• Edit other's content</li> <li>• Edit content on a group presentation</li> <li>• Organise a research project by breaking it into manageable parts</li> <li>• Appreciate the importance of a neutral point of view</li> </ul> <p>Google shared documents</p>

		<ul style="list-style-type: none"> <li>• Design a toy with computer-controlled input and output</li> <li>• Write an algorithm to show how their toys would produce output in response to the input received</li> <li>• Test the input and output on a simulation of their toy using simple scripts</li> <li>• Make a virtual prototype of their toy</li> <li>• Create a working prototype with scripts to control a sprite responding to mouse and keyboard input</li> <li>• Identify and correct bugs in their stimulations software</li> <li>•</li> </ul>	
PE	<p>Raiders and Invaders <u>INDOOR</u> <u>Boot Camp</u>: understand how to prepare the body for exercise, understand what fitness means; complete a range of circuit-based activities and understand the reason for doing them; understand what happens to the heart rate during exercise; improve a circuit that includes activities practised; improve a circuit that includes activities practised with balance and co-ordination.</p> <p>Must: understand how to prepare the body for exercise; understand what fitness means; complete a range of circuit-based activities and understand the reason for doing them.</p> <p>Should: understand what happens during exercise; improve a circuit that concluded activities practised; exercises should become easier as the weeks go on.</p> <p>Could: improve a circuit that includes activities practised with balance and co-ordination; complete more repetitions of a variety of exercises.</p> <p><u>Mighty Movers (Boxercise)</u>: learn footwork movement patterns showing co-ordination; demonstrate correct</p>	<p>Go with the Flow <u>INDOOR</u> <u>Step to the Beat</u>: understand the importance of a warm-up to improve fitness, particularly strength and stamina; complete a step routine to music to improve fitness; develop co-ordination and balance; learn basic step moves, practise them and perfect them; practise and apply a sequence of step moves to the beat of the music; create and perform a sequence of step moves.</p> <p>Must: understand the importance of a warm-up to improve fitness, particularly strength and stamina; complete a step routine to music to improve fitness; develop skills in co-ordination and balance; learn basic step moves.</p> <p>Should: learn basic step moves, practise and perfect them; practise and apply a sequence of step moves to the beat of the music; learn how to step in time to the music.</p> <p>Could: create and perform a sequence of step moves.</p> <p><u>Gym Sequences</u>: identify and practise body shapes; identify and practise symmetrical and asymmetrical body shapes; construct sequences using balancing and linking movements; use counterbalances and</p>	<p>Ancient Greece <u>INDOOR</u> <u>Cool Core (Pilates)</u>: improve balance and co-ordination; consolidate and improve the moves learned so far; develop balance techniques when performing cool core moves; sustain balance and concentration when performing a variety of cool core moves; develop cool core moves using balance techniques.</p> <p>Must: improve balance and co-ordination; learn the basic Pilates moves and poses; consolidate the terminology associated with Pilates; develop balance techniques when performing cool core moves.</p> <p>Should: sustain balance and concentration when performing a variety of cool core moves; develop cool core moves: develop cool core moves using balance techniques.</p> <p>Could: 'lead and learn' techniques for Pilates.</p> <p><u>Dynamic Dance</u>: identify and practise the patterns and actions of line dancing; demonstrate an awareness of the music's rhythm and phrasing when improvising; create an individual dance that reflects the line dancing style; create partnered dances that</p>

	<p>technique for a jab; understand the value of boxercise moves; learn how to build an aerobic exercise routine including skilled moves; create and perform a boxercise sequence with increased accuracy; perform a boxercise routine with precision.</p> <p>Must: understand terms such as jab, cross, upper cut and hook; learn footwork movement patterns showing co-ordination; demonstrate the correct technique for a jab.</p> <p>Should: understand the value of boxercise moves; apply the correct stance to punch correctly; learn the different muscles which are used for different punches and what the body should feel like when punching a certain way; build an aerobic exercise routine including skilled moves; copy a prepared teacher-led routine.</p> <p>Could: create and perform a boxercise sequence with increased accuracy; perform a boxercise routine with precision.</p> <p><u>OUTDOOR</u>  <u>Invaders (Basketball)</u>: keep possession of a ball; use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation; use accurate passing and dribbling in a game; identify and apply ways to move the ball towards an opponent's goal; learn concepts of attack and defence; play in a mini basketball competition.</p> <p>Must: learn how to run whilst dribbling the ball, whilst maintaining control of the ball at all times; keep possession of the ball against a defender and learn techniques to gain the ball back from the opposition; use agility, balance and co-ordination (ABC) to keep control in a competitive situation; learn to pass and dribble accurately during a game.</p> <p>Should: identify and apply ways to move the ball towards an opponent's goal; think about ways to throw the ball further but still maintaining possession; work closely</p>	<p>incorporate them into a sequence of movements; perform movements in canon and in unison; perform and evaluate own and others' sequences.</p> <p>Must: identify and practise body shapes; identify and practise symmetrical and asymmetrical body shapes; construct sequences using balancing and linking movements.</p> <p>Should: focus on linking movements and transitions; practise and perfect transitions; use counterbalances and incorporate them into a sequence of movements.</p> <p>Could: perform movements in canon and in unison; perform and evaluate own and others' sequences.</p> <p><u>OUTDOOR</u>  <u>Gymfit Circuits (Sports)</u>: understand that a fitness circuit can be sport-specific; complete a hockey-based circuit with understanding and accuracy; complete a netball/basketball circuit with understanding and accuracy; complete a football-based circuit with accuracy and understanding; complete a cricket-based circuit with accuracy and understanding; complete an athletics-based circuit with control and accuracy.</p> <p>Must: understand that a fitness circuit can be sport-specific; complete various sport-specific circuits (hockey, netball, basketball, football, cricket and athletics).</p> <p>Should: complete the circuits with an understanding of the rules and accuracy.</p> <p>Could: create exercises for the class to complete; complete more repetitions.</p> <p><u>Striking and Fielding (Cricket)</u>: develop and investigate different ways of throwing, and to know when each is appropriate; use ABC (agility, balance, co-ordination) to field a ball well; use ABC to move into good positions for catching and apply it in a game situation; use hand-</p>	<p>reflect the line dancing style and apply the key components of dance; perform a line dance using a range of movement patterns; perform and evaluate own and others' work.</p> <p>Must: identify and practise the patterns and actions of line dancing; demonstrate an awareness of the music's rhythm and phrasing when improvising; dance in partners.</p> <p>Should: create an individual dance that reflects the line dancing style; create partnered dances that reflect the line dancing style and apply the key components of dance.</p> <p>Could: perform a line dance using a range of movement patterns; perform and evaluate own and others' work.</p> <p><u>OUTDOOR</u>  <u>Nimble Nets (Tennis)</u>: become familiar with balls and short tennis rackets; get the ball into play, accurately serve underarm; build up a rally; build a rally, focusing on accuracy of strokes; play a variety of shots in a game situation and to explore when different shots should be played; play a competitive tennis game.</p> <p>Must: become familiar with balls and short tennis rackets; bounce tennis balls onto rackets to understand the different grips and how to pass them across a net; understand how to get the ball into play; build up to a small rally.</p> <p>Should: accurately serve underarm; build a rally focusing on accuracy of strokes; play a variety of shots in a game situation.</p> <p>Could: explore when and how different shots are made and when they should be played; play a competitive tennis game.</p>
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	<p>with teammates to communicate carefully during a game.</p> <p>Could: learn more effective ways of attacking and defending; apply tactics and techniques used in a mini basketball competition.</p> <p>Football: become familiar with kicking the ball with different parts of the foot; become comfortable with kicking the ball with both feet; progress to dribbling the ball with accuracy whilst jogging; aim and shoot at a goal; learn to attack and defend safely; be aware of the space and how it can be used effectively when passing a ball; know the positions and rules surrounding the game of football; play in a mini football competition.</p> <p>Must: become familiar with kicking the ball with different parts of the foot; become comfortable with kicking the ball with both feet (although most children will tend to have a preference); progress to dribbling the ball with accuracy whilst jogging.</p> <p>Should: learn to aim and shoot at a goal; learn to attack and defend safely; be aware of the space on the pitch and how it can be used effectively when passing a ball.</p> <p>Could: know the positions and rules surrounding the game of football; play in a mini football competition.</p>	<p>eye co-ordination to strike a moving and a stationary ball; develop fielding skills and understand their importance when playing a game; play in a competitive situation, and to demonstrate sporting behaviour.</p> <p>Must: develop and investigate different ways of throwing and to know when each is appropriate; learn how to bowl a ball; use agility, balance and co-ordination (ABC) to field a ball well; use ABC to move into good positions for catching and apply it in a game situation.</p> <p>Should: use hand-eye coordination to strike a moving and a stationary ball; understand how to use the correct batting technique; develop fielding skills and understand their importance when playing a game.</p> <p>Could: play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>Young Olympians (Athletics): select and maintain a running pace for different distances; practise throwing with power and accuracy; throw safely and with understanding; demonstrate good running technique in a competitive situation; explore different footwork patterns; understand which technique is most effective when jumping for distance; utilise all the skills learned in this unit in a competitive situation.</p> <p>Must: select and maintain a running pace for different distances; throw safely and with understanding.</p> <p>Should: practise throwing with power and accuracy; demonstrate good running technique in a competitive situation; understand which technique is most effect when jumping for distance.</p> <p>Could: utilise all the skills learnt in this unit and previous year groups in a competitive situation; learn how to use the skills to your advantage.</p>
FRENCH	<ul style="list-style-type: none"> <li>• To revise knowledge of French culture and landmarks.</li> <li>• To revise colours from Year 3.</li> <li>• To learn further parts of the body: 'une tete, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, 'la main, le bras'.</li> <li>• To develop conversation; ask for French translation: 'Comment dit-on ... en francais?'</li> <li>• To revise pet vocabulary and develop conversation skills using the following phrases: 'J'ai, je n'ai pas de, et, aussi').</li> </ul>	<ul style="list-style-type: none"> <li>• To learn a French nursery rhyme entitled 'Meunier, tu dors' and listen for sounds, rhyme and rhythm.</li> <li>• To learn members of the family: 'papa, maman, le pere, la mere, le frere, la soeur, le grand-pere, la grand-mere'.</li> <li>• To learn the possessive adjectives: 'mon, ma'.</li> <li>• To ask and answer questions about family members.</li> <li>• To recognise similarities and differences between traditional stories in French and English and learn the vocabulary for 'La petite fille'.</li> <li>• To know about some French traditions relating to Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn vocabulary related to hobbies including: 'danser, nager, jouer au football, jouer au tennis, manger au restaurant, lire, regarder la television, aller au parc'.</li> <li>• To express likes and dislikes in oral and written form using the following phrases: 'J'adore, j'aime, je n'aime pas'.</li> <li>• To learn numbers 11 to 30.</li> <li>• To know the names and locations of some major ports and airports in France.</li> <li>• To learn about ways of travelling to the country/countries including the following new</li> </ul>

	<ul style="list-style-type: none"> <li>• To learn zoo animals: ‘le tigre, l’elephant, l’ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin’.</li> <li>• To learn some letters of the alphabet and introduce vowels.</li> <li>• To learn the verb ‘etre’ (to be).</li> <li>• To learn qualifiers: ‘assez’, ‘tres’.</li> <li>• To revise and learn adjectives: ‘grand’, ‘petit’, ‘gentil’, ‘rigolo’, ‘feroce’.</li> <li>• To play a game in groups using French as the means of communication (Beetle/Dice Game: The object of the game is to be the first person to build a snowman, whilst reinforcing the following French words: ‘le chapeau, la tete, le corps, le bras, la jambe, l’echarpe’.</li> <li>• To revisit and memorise vocabulary and phrases learnt over the term.</li> </ul> <p>Must: Recognise at least five different parts of the body and generally pronounce them correctly. Understand that all nouns have a gender. Know the French words for big and small. Show some awareness of the phrases ‘J’ai’ and ‘Je n’ai pas’. Recognise some letters of the alphabet. Match different French words for zoo animals to a series of pictures.</p> <p>Should: Recognise at least eight different parts of the body with accurate pronunciation. Generally recognise the letters of the alphabet. Know how to construct a positive and a negative sentence using the phrases ‘J’ai’ and ‘Je n’ai pas’. Recognise at least five French words for zoo animals. Recognise that the verb ‘etre’ means ‘to be’.</p> <p>Could: Recognise twelve different parts of the body, using the correct pronunciation. Use simple adjectives to describe objects. Identify adjectives in a spoken sentence and recognise that they can change spellings. Recognise the letters of the alphabet and be able to spell their first name in French. Know how to construct a positive and a negative sentence using the phrases ‘J’ai’ and ‘Je n’ai pas’. Recognise at least eight French words for zoo animals. Recognise the verb ‘etre’ and be able to use it with an appropriate adjective.</p>	<ul style="list-style-type: none"> <li>• To draw and describe their own Easter egg using the following model: ‘Mon oeuf est assez petit, rouge et vert.’</li> <li>• To revisit and memorise vocabulary and phrases learnt over the term.</li> </ul> <p>Must: Know the French words for mother, father, brother and sister. Say how many brothers and sisters they have or say that they are an only child. Follow a French story. Know that chocolate is eaten at Easter in France but not necessarily in the form of eggs.</p> <p>Should: Know the French words for mother, father, sister, brother, grandmother and grandfather. State the names of family members in a sentence eg. Ma soeur s’appelle Lisa. Know how to ask a partner about their family. Follow a French story and join in reading, recognising nouns and verbs in French. Know that chocolate presents are bought for family members at Easter in France and that the Easter bunny hides chocolate in the garden for children.</p> <p>Could: Know the French words for mother, father, sister, brother, grandmother and grandfather. Use adjectives to describe their family members. Participate in a short exchange with a partner discussing each other’s family. Follow a French story and join in reading; compare traditional stories. Know about some Easter traditions in France including egg painting.</p>	<p>vocabulary: ‘en bateau, en voiture, en car, en train, en avion’</p> <ul style="list-style-type: none"> <li>• To learn vocabulary related to holiday packing including: ‘il fait chaud, il fait froid, tres, un peu, un pantalon, un short, une jupe, un pull, un tee shirt, un chapeau, une chemise, un maillot de bain, des lunettes de soleil’.</li> <li>• To revisit and memorise vocabulary and phrases learnt over the year.</li> </ul> <p>Must: Following the teacher’s model, say at least three activities they like doing in their spare time. With support, say one activity they don’t like doing. Recite numbers from 11 to 30. Know the names of at least three major ports/airports in France. Recognise language associated with means of transport. Pack an imaginary suitcase for a holiday and using a word-bank, label at least three items.</p> <p>Should: State likes and dislikes when it comes to hobbies. With support, ask a partner what they like doing. Recite numbers from 11 to 30. Know the names and locations of at least five major ports/airports in France. Know the names of three means of transport. Pack an imaginary suitcase for a holiday and using a word-bank, label at least five items.</p> <p>Could: Express their hobby likes and dislikes. Say on what day they do each activity. Recite numbers from 11 to 30 and recognise some in written form. Know the names and locations of at least five major ports/airports in France. Recognise the names of five means of transport. Pack two imaginary suitcases - one for a holiday to a cold country and one to a hot country and using a word-bank, label at least five items in each case.</p>
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PSHE	See separate plan		
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