

Area of Learning	Year 3/4 Cycle One		
Topic titles	<i>Autumn</i>  <i>Great Explorers and Adventurers</i>	<i>Spring</i>  <i>All About Chocolate</i>	<i>Summer</i>  <i>Journey Through Time</i>
Books	A.Becker-Return M.Jenkins-Gulliver’s Travel T.Kuhlmann-Armstrong D.Pearson-Mary Anning C.Balit-Escape from Pompeii	T.Jamieson-Charlie and the Aztecs A.Paney-Cocoa Warriors	J.Wilkins-The Queen and Mr Brown S.Kitamura-The Stone Age Boy
Enrichment opps		Cadbury World- ‘Bean to Bar’ Workshop- year 4 only Language Alive- Star Gazing	Fossil making and hunt
Enrichment ideas (GEMs)	<p><b><u>Year 3</u></b>  Visit a Buddhist centre  Learn to swim  Take part in cycling proficiency training  Play the recorder</p> <p><b><u>Year 4</u></b>  Visit a Gurdwara  Learn to play an instrument  Go pond dipping  Learn basic first aid  Learn to e-mail  Find your way with a map and compass</p>		
Notes - possible links with English core texts	Y3 English- The Lion, The Witch and the Wardrobe  Y4 English- Egyptian Explorers	Y3 English-Stig of the Dump  Y4 English- BFG	Y3 English- How to train a dragon  Y4 English- Jungle Book

## Geography

### Key vocabulary

#### Key physical features:

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.

#### Human Geography-

Settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies

#### Physical Geography-

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

## Great Explorers and Adventures

- Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y3/4)
- Locate key countries in the World (Y3/4)
- Locate major cities in the World (Y3/4)
- Locate the geographical zones of the world and understand their significance.(including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y3/4)
- Use the eight points of a compass, four figure grid references, symbols and keys (Y3/4)
- Locate the world's countries using maps. Concentrating on key human and physical characteristics (Y3)
- Describe and compare the human and physical features of an environment offering simple explanations for their locations (Y3)
- Locate places they are studying (Y3)
- Ask and respond to geographical questions giving a simple reason for their answer (Y3)
- Collect and record evidence and explain them with support (Y3)
- Use appropriate geographical vocabulary (Y3)
- Use atlases, maps and globes at a range and begin to say which they should use (Y3)
- Locate the world's countries using maps. Concentrating on key human and physical characteristics, environmental regions, countries and major cities (Y4)
- Describe where places are (location, geographical features) and begin to say why they are like they are (Y4)
- Know key topographical features (including hills, mountains, coasts and rivers) and land-use patterns of the United Kingdom (Y4)
- Describe and understand key aspects of physical geography including: rivers and mountains and the water cycle (Y4)
- Use appropriate geographical vocabulary (Y4)
- Use atlases, maps and globes at a range and say which they should use (Y4)
- Use the eight points of a compass (Y4)
- Use fieldwork to observe, measure, record and present human and physical features including sketches (Y4)
- Use secondary sources (e,g, aerial photos, texts, stories) (Y4)

## All About Chocolate

- Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y3/4)
- To recognise key geographical features of the countries of the UK and understand how some of these aspects have changed over time. ( Name and locate counties and cities of the United Kingdom) [Compare United Kingdom with chosen chocolate producing country](#) (Y3/4)
- Locate key countries in the World (Y3/4)
- Locate major cities in the World (Y3/4)
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country and a region or area within North or South America and communicate findings geographically (Y3/4)
- Locate the geographical zones of the world and understand their significance.(including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y3/4)
- Describe and understand key aspects of physical and human geography (Y3/4)
- Locate the world's countries using maps. Concentrating on key human and physical characteristics (Y3)
- Understand that aspects change over time (Y3)
- Describe and compare the human and physical features of an environment offering simple explanations for their locations (Y3)
- Identify and describe what places are like and their differences (Y3)

- Locate places they are studying (Y3)
- Describe and compare the human and physical features of an environment offering simple explanations for their locations (Y3)
- Use appropriate geographical vocabulary (Y3)
- Use atlases, maps and globes at a range and begin to say which they should use (Y3)
- Locate the world's countries using maps. Concentrating on key human and physical characteristics, environmental regions, countries and major cities (Y4)
- Know key topographical features (including hills, mountains, coasts and rivers) and land-use patterns of the United Kingdom- [Look at land uses of producing countries](#) (Y4)
- Describe where places are (location, geographical features) and begin to say why they are like they are (Y4)
- Identify and describe what places are like and how their differences affect the people living there (Y4)
- Understand geographical similarities and differences through the study of a region of the United Kingdom (Y4)
- Recognise how people can improve or damage environments and how these decisions affect the people living there (Y4)
- Explain the views that people have about environmental changes and express their own (Y4)
- Key aspects of human geography including: the distribution of natural resources including energy, food, minerals and water (Y4)
- Use appropriate geographical vocabulary (Y4)
- Use atlases, maps and globes at a range and say which they should use (Y4)
- Use secondary sources (e.g, aerial photos, texts, stories) (Y4)

#### **Journey Through Time**

- Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y3/4)
- Locate key countries in the World (Y3/4)
- Locate major cities in the World (Y3/4)
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country and a region or area within North or South America and communicate findings geographically (Y3/4)
- Locate the geographical zones of the world and understand their significance.(including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y3/4)
- Describe and understand key aspects of physical and human geography (Y3/4)
- Locate the world's countries using maps. Concentrating on key human and physical characteristics (Y3)
- Understand that aspects change over time (Y3)
- Describe and compare the human and physical features of an environment offering simple explanations for their locations (Y3)
- Identify and describe what places are like and their differences (Y3)
- Locate places they are studying (Y3)
- Describe and compare the human and physical features of an environment offering simple explanations for their locations (Y3)
- Use appropriate geographical vocabulary (Y3)
- Use atlases, maps and globes at a range and begin to say which they should use (Y3)
- Locate the world's countries using maps. Concentrating on key human and physical characteristics, environmental regions, countries and major cities (Y4)
- Identify and describe what places are like and how their differences affect the people living there (Y4)
- Understand geographical similarities and differences through the study of a region of the United Kingdom (Y4)
- Use appropriate geographical vocabulary (Y4)

	<ul style="list-style-type: none"> <li>• Use atlases, maps and globes at a range and say which they should use (Y4)</li> <li>• Use secondary sources (e.g, aerial photos, texts, stories) (Y4)</li> </ul>
<p>History</p> <p><u>Information from the Essential Content Guidance</u></p>	<p><b><u>Great Explorers and Adventures</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">The achievements of the earliest civilizations (Egypt, China and Aztecs) (Y3)</a></li> <li>• <a href="#">The Roman Empire and its impact on Britain (Y4)</a></li> <li>• <a href="#">Link <b>Roman Empire</b> to this topic- How and why was the Roman army successful?</a></li> <li>• Show developing understanding of placing events and objects in chronological order, divided into different periods of time (Y3/4)</li> <li>• Recognise some similarities and differences between time periods (Y3/4)</li> <li>• Shows understanding of dates and terms of different time periods (Y3/4)</li> <li>• Show knowledge and understanding of main events, people and periods and placing them in different periods of time (Y3/4)</li> <li>• Give reasoning for results of, main events and changes. (Y3/4)</li> <li>• Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes (Y3/4)</li> <li>• To select and record information (Y3/4)</li> <li>• To communicate their knowledge and understanding orally and in writing (Y3/4)</li> </ul> <p><b><u>All About Chocolate</u></b></p> <ul style="list-style-type: none"> <li>• Show developing understanding of placing events and objects in chronological order, divided into different periods of time (Y3/4)</li> <li>• Recognise some similarities and differences between time periods (Y3/4)</li> <li>• Shows understanding of dates and terms of different time periods (Y3/4)</li> <li>• Show knowledge and understanding of main events, people and periods and placing them in different periods of time (Y3/4)</li> <li>• Give reasoning for results of, main events and changes. (Y3/4)</li> <li>• Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes (Y3/4)</li> <li>• To select and record information (Y3/4)</li> <li>• To communicate their knowledge and understanding orally and in writing (Y3/4)</li> <li>• To identify some of the different ways the past, is represented (Y3/4)</li> <li>• To make connections between different sources of information about the past (Y3/4)</li> <li>• Select and combine information from different sources to answer questions about the past (Y3/4)</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <a href="#">Aztecs</a>; Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Y3)</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <a href="#">Mayan civilization c. AD 900</a>; Benin (West Africa) c. AD 900-1300 (Y4)</li> </ul> <p><b><u>Journey Through Time</u></b></p> <ul style="list-style-type: none"> <li>• Show developing understanding of placing events and objects in chronological order, divided into different periods of time (Y3/4)</li> <li>• Recognise some similarities and differences between time periods (Y3/4)</li> </ul>

	<ul style="list-style-type: none"> <li>• Shows understanding of dates and terms of different time periods (Y3/4)</li> <li>• Show knowledge and understanding of main events, people and periods and placing them in different periods of time (Y3/4)</li> <li>• Give reasoning for results of, main events and changes. (Y3/4)</li> <li>• Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes (Y3/4)</li> <li>• Select and combine information from different sources to answer questions about the past (Y3/4)</li> </ul> <p>Whilst looking at time lines- look into;</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron age (Y3)</li> </ul> <p>This could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>
Art	<p><b><u>Great Explorers and Adventures</u></b></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas (Y3/4)</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (Y3/4)</li> <li>• About great artists, architects and designers in history (Y3/4)</li> <li>• Develop ideas from starting points throughout the curriculum (Y3/4)</li> <li>• Collect information, sketches and resources (Y3/4)</li> <li>• Adapt and refine ideas as they progress (Y3/4)</li> <li>• Explore ideas in a variety of ways (Y3/4)</li> <li>• Comment on artworks using visual language (Y3/4)</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers (Y3/4)</li> <li>• Create original pieces influenced by studies of others (Y3/4)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture (Y3/4)</li> <li>• Annotate sketches to explain and elaborate ideas (Y3/4)</li> <li>• Sketch lightly ( no need to use rubbers to correct mistakes)</li> <li>• Use shading to show light and shadow (Y3/4)</li> <li>• Use hatching and cross hatching to show tone and texture (Y3/4)</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines (Y3/4)</li> <li>• Mix colours effectively (Y3/4)</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail (Y3/4)</li> <li>• Compose using back/middle/foreground (Y3/4)</li> <li>• Experiment with creating mood with colour (Y3/4)</li> </ul>

### **All About Chocolate**

- To create sketch books to record their observations and use them to review and revisit ideas (Y3/4)
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (Y3/4)
- Develop ideas from starting points throughout the curriculum (Y3/4)
- Collect information, sketches and resources (Y3/4)
- Adapt and refine ideas as they progress (Y3/4)
- Explore ideas in a variety of ways (Y3/4)
- Comment on artworks using visual language (Y3/4)
- Replicate some of the techniques used by notable artists, artisans and designers (Y3/4)
- Create original pieces influenced by studies of others (Y3/4)

### **Printing**

#### **Chn to make prints using chocolate bar wrappers**

- Use layers of two or more colours (Y3/4)
- Replicate patterns observed in natural or built environments (Y3/4)
- Make printing blocks (from coiled string glued to a block) (Y3/4)
- Make precise repeating patterns (Y3/4)
- Two plus colour press printing (Y3/4)
- Screen printing with two plus colours (Y3/4)

#### **Collage –Chn to collect chocolate wrappers and create a collage**

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

### **Journey Through Time**

- To create sketch books to record their observations and use them to review and revisit ideas (Y3/4)
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (Y3/4)
- About great artists, architects and designers in history (Y3/4)
- Develop ideas from starting points throughout the curriculum (Y3/4)
- Collect information, sketches and resources (Y3/4)
- Adapt and refine ideas as they progress (Y3/4)
- Explore ideas in a variety of ways (Y3/4)
- Comment on artworks using visual language (Y3/4)
- Replicate some of the techniques used by notable artists, artisans and designers (Y3/4)
- Create original pieces influenced by studies of others (Y3/4)

### **Drawing**

- Use different hardness of pencils to show line, tone and texture (Y3/4)
- Annotate sketches to explain and elaborate ideas (Y3/4)
- Sketch lightly ( no need to use rubbers to correct mistakes)

	<ul style="list-style-type: none"> <li>• Use shading to show light and shadow (Y3/4)</li> <li>• Use hatching and cross hatching to show tone and texture (Y3/4)</li> </ul> <p><b>Printing</b></p> <p>Dinosaur skin</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours (Y3/4)</li> <li>• Replicate patterns observed in natural or built environments (Y3/4)</li> <li>• Make printing blocks (from coiled string glued to a block) (Y3/4)</li> <li>• Make precise repeating patterns (Y3/4)</li> </ul> <p><b>3D/Sculpture</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (eg shapes made from nets or solid materials)</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interest and texture.</li> </ul>
<p>DT</p> <p><b>Cooking and Nutrition:</b> Once per term</p> <ul style="list-style-type: none"> <li>• <i>Healthy snacks (fruit and veg) / food hygiene</i></li> <li>• <i>Where different foods come from</i></li> <li>• Understand the need for basis food hygiene (e.g. washing hands before and after / not using food on the floor) (Y1)</li> <li>• Follow safe procedures for food safety and hygiene (Y2)</li> </ul>	<p><b>Great Explorers and Adventures</b> <i>Staff to use National Curriculum Guidance</i></p> <p><b>All key stage 2</b></p> <ul style="list-style-type: none"> <li>• Investigate /evaluate and research</li> <li>• Testing and modelling products (learning skills to be used)</li> <li>• Planning a WILF</li> <li>• Initial ideas and designs</li> <li>• Development to final design and planning (including choosing materials and skills to use)</li> <li>• Making and modifying</li> <li>• Evaluation</li> <li>• Each point would be an individual piece of work in each child’s learning journey/topic book. This can be presented in any creative way that fits the topic/project (as creative as possible) but each element should be obvious</li> </ul> <p>Textiles: <i>Make an outfit fit for an explorer</i></p> <ul style="list-style-type: none"> <li>• Choose appropriate joining techniques and aesthetic versus functional (e.g. money bags)</li> <li>• Learn basic stitches for joining and attaching materials</li> <li>• Design and make with a purpose</li> <li>• They choose appropriate tools, equipment, components and techniques to make their functional products</li> <li>• They apply their knowledge and understanding of the nature of materials to cut, shape and join them with some accuracy</li> <li>• Investigate a range of existing products and use to inform design criteria</li> <li>• After reflecting on the design and make process and the design criteria and their products, they identify successes and some improvements</li> <li>• Develop understanding of how to strengthen, stiffen and reinforce simple structures</li> <li>• Being to choose and use appropriate mechanical systems for a design purpose</li> <li>• Begin to use simple electrical circuits, which can be used to achieve a result that works</li> <li>• Begin to use ICT to monitor and control products</li> </ul>

## **All About Chocolate**

### **All key stage 2**

- Investigate /evaluate and research
- Testing and modelling products (learning skills to be used)
- Planning a WILF
- Initial ideas and designs
- Development to final design and planning (including choosing materials and skills to use)
- Making and modifying
- Evaluation
- Each point would be an individual piece of work in each child's learning journey/topic book. This can be presented in any creative way that fits the topic/project (as creative as possible) but each element should be obvious.

### **Cooking and Nutrition:**

- Health (mostly) savoury snacks (e.g pizza toppings / sandwiches)- [making chocolate](#)
- Variety of cooking techniques
- Follow safe procedures for food safety and hygiene

### **Using and changing materials qualities**

- Nets /assembling techniques / stable structures (packaging / photo frames)- [chocolate wrapper/ box](#)
- Pupils generate and develop simple ideas for purposeful, functional and appealing designs based in their investigations of products and design criteria to meet a range of different needs and users (Y3/4)
- They clarify ideas when asked and use ICT, words, annotated sketches and models to communicate the details of their designs (Y3/4)
- They think ahead about the order of their work and make realistic plans for achieving their aims (Y3/4)
- They choose appropriate tools, equipment, components and techniques to make their functional products (Y3/4)
- They apply their knowledge and understanding of the nature of materials to cut, shape and join them with some accuracy (Y3/4)
- Investigate a range of existing products and use to inform design criteria (Y3/4)
- After reflecting on the design and make process and the design criteria and their products, they identify successes and some improvements (Y3/4)
- Develop understanding of how to strengthen, stiffen and reinforce simple structures (Y3/4)
- Begin to choose and use appropriate mechanical systems for a design purpose (Y3/4)
- Begin to use simple electrical circuits, which can be used to achieve a result that works (Y3/4)
- Begin to use ICT to monitor and control products (Y3/4)

### **Textiles –**

- [Cocoa bean container- Consider how people from different times and places have carried their cocoa beans/ what is important? \(Y3\)](#)

## **Journey Through Time**

*Staff to use National Curriculum Guidance*

### **All key stage 2**

- Investigate /evaluate and research



- Testing and modelling products (learning skills to be used)
- Planning a WILF
- Initial ideas and designs
- Development to final design and planning (including choosing materials and skills to use)
- Making and modifying
- Evaluation
- Each point would be an individual piece of work in each child's learning journey/topic book. This can be presented in any creative way that fits the topic/project (as creative as possible) but each element should be obvious.

**Construction: (Y3/4)**

- Electrical and mechanical components.
- Use of basic circuits including switches (torches / alarms / lighting up) / pneumatics (moving monsters) / Levers and linkages (moving stories/books)
- Pupils generate and develop simple ideas for purposeful, functional and appealing designs based in their investigations of products and design criteria to meet a range of different needs and users
- They clarify ideas when asked and use ICT, words, annotated sketches and models to communicate the details of their designs
- They think ahead about the order of their work and make realistic plans for achieving their aims
- They choose appropriate tools, equipment, components and techniques to make their functional products
- They apply their knowledge and understanding of the nature of materials to cut, shape and join them with some accuracy
- Investigate a range of existing products and use to inform design criteria
- After reflecting on the design and make process and the design criteria and their products, they identify successes and some improvements
- Develop understanding of how to strengthen, stiffen and reinforce simple structures
- Being to choose and use appropriate mechanical systems for a design purpose
- Begin to use simple electrical circuits, which can be used to achieve a result that works
- Begin to use ICT to monitor and control products

**Depth: Construction- Circuits**

**Assessment Questions-** How could I light up a cave?

## Individual subject skills

	Year 3			Year 4			
Science		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Plus non-statutory guidance	Year 3	Light	Rocks	Animals, including humans	Plants	Forces and magnets	Forces and magnets
	Year 4	Animals, including humans	Animals, including humans	States of matter	Living things and their habitats	Sound	Electricity
<p><b>Working Scientifically (Y3/4)</b>            During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings</li> </ul>							
<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and</li> </ul>				<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees</li> </ul>			

	<p>movement</p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Find patterns in the way that the size of shadows change</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b>Depth:</b> Forces and Magnets  <b>Assessment Question:</b> Assess if the size and shape of the magnet affects the strength of the magnet?</p>	<p>Celsius (°C)</p> <p><b>Depth:</b> Sound  <b>Assessment Question:</b> Debate which animal has the best hearing- a mouse or an elephant?</p>
<p>Computing</p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene in the form of a storyboard</li> <li>• Write a program in Scratch to create the animation</li> <li>• Correct mistakes in their animation programs</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Purple mash-2animate/ Coding vocab quiz – Purple mash</p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Develop an educational computer game using selection and repetition</li> <li>• Understand and use variables</li> <li>• Start to debug computer programs</li> <li>• Recognise the importance of user interface design, including consideration of input and output</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Purple mash-2 Do it yourself 3D (Make</p>

	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Develop a number of strategies for finding errors in programs</li> <li>• Build up resilience and strategies for problem solving</li> <li>• Increase their knowledge and understanding of Scratch</li> <li>• Recognise a number of common types of bug in software</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Purple Mash- 2Code – free code/ De-bugging challenges</p> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing</li> <li>• Edit video, including adding narration and editing clips by setting in/out points</li> <li>• Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length</li> <li>• Communicating ideas using applications and devices</li> </ul> <p><b>Assessment question:</b> How would you create drama, comedy or romance?</p> <p><b>Possible outcomes and Simplified /Activities-</b> Make a film, Chn record themselves in small group project</p> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Understand the physical hardware connections necessary for computer networks to work</li> <li>• Understand some features of <i>internet protocols</i></li> <li>• Understand some <i>diagnostic tools</i> for investigating network connections</li> <li>• Develop a basic understanding of <i>how domain names are converted to IP addresses</i></li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Network investigation- Purple Mash/ Writing projects / computer hardware/ 2DIY computer hardware quiz / computer networks quiz</p> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Develop a basic understanding of how email works</li> <li>• Gain skills in using email</li> </ul>	<p>a maze game)/ 2 DIY maths quiz / Quiz / multi choice</p> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Design and make an on-screen prototype of a computer-controlled toy</li> <li>• Understand different forms of input and output (such as sensors, switches, motors, lights and speakers)</li> <li>• Design, write and debug the control and monitoring program for their toy</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> <i>Curriculum link – Science</i>-Data loggers / Log boxes? Gather input/ Motorised toys/ Circuits</p> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Use one or more programs to edit music</li> <li>• Create and develop a musical composition, refining their ideas through reflection and discussion</li> <li>• Develop collaboration skills</li> <li>• Develop an awareness of how their composition can enhance work in other media</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Create and edit music- Purple Mash- 2 Sequence; Music/ Instruments/ Sound drag/ 2 explore</p> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Understand some technical aspects of how the internet makes the web possible</li> <li>• Use HTML tags for elementary mark up</li> <li>• Use hyperlinks to connect ideas and sources</li> <li>• Code up a simple web page with useful content</li> <li>• Understand some of the risks in using the web</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> J2 Webby- Purple mash – internet quiz</p> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Understand the conventions for collaborative online work, particularly in wikis</li> <li>• Be aware of their responsibilities when editing other people’s work</li> <li>• Become familiar with Wikipedia, including potential problems associated with its use</li> <li>• Practise research skills</li> <li>• Write for a target audience using a wiki tool</li> <li>• Develop collaboration skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Be aware of broader issues surrounding email, including 'netiquette' and e-safety</li> <li>• Work collaboratively with a remote partner</li> <li>• Experience video conferencing</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Send and receive an email (Could be linked to letter writing)-Purple mash – using email safely quiz/ Online safety – Henry’s winning email/ 2Respond – you’ve won!</p> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Understand some elements of survey design</li> <li>• Understand some ethical and legal aspects of online data collection</li> <li>• Use the web to facilitate data collection</li> <li>• Gain skills in using charts to analyse data</li> <li>• Gain skills in interpreting results</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Questionnaire + analysis project -Data collection, what is OK to share with others? /Purple Mash-2connect/ 2investigate/ 2graph / 2Question</p>	<ul style="list-style-type: none"> <li>• Develop proofreading skills</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Wikipedia investigation (writing project)/ Write their own WIKI page collaboratively/ 2Write – collaborative writing program</p> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Understand different measurement techniques for weather, both analogue and digital</li> <li>• Use computer-based data logging to automate the recording of some weather data</li> <li>• Use spreadsheets to create charts</li> <li>• Analyse data, explore inconsistencies in data and make predictions</li> <li>• Practise using presentation software and, optionally, video</li> <li>• Collect, organise and manipulate data</li> </ul> <p><b>Assessment question:</b> How could you predict the weather using weather data?</p> <p><b>Possible outcomes and Simplified /Activities-</b> Weather project; Collect information about the weather –temperature –light –Moisture- rainfall/ Use data loggers/ Analyse findings</p>
<p>PE/Games</p> <p><b>Children should be taught the knowledge, skills and understanding through 5 areas of study:</b></p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Games</li> <li>• Gymnastics</li> </ul> <p><b>and two areas of;</b></p> <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Athletics</li> <li>• Outdoor and adventurous</li> </ul>	<p><b>Swimming</b></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul> <p><b>Games (for examples cricket, football, hockey, netball, rounders, and tennis)</b></p> <ul style="list-style-type: none"> <li>• Play and make up small and modified competitive net, striking/field and invasion games</li> <li>• Use the skills and tactics and apply basic principles for attacking and defending</li> <li>• Work with others to organise and keep the game going</li> <li>• Recognise how their performance is similar and different to others and use this understanding to improve their own work</li> </ul>	<p><b>Games (for examples cricket, football, hockey, netball, rounders, and tennis)</b></p> <ul style="list-style-type: none"> <li>• Consolidate and develop the range and consistency of their skills a variety of games</li> <li>• Choose and use a range of simple tactics and strategies</li> <li>• Keep, adapt and make rules for a verity of games</li> <li>• Recognise what skilful play looks like</li> <li>• Suggest ideas and practices to improve their play</li> <li>• Their performance shows precision, control and fluency, and that they understand tactics and composition</li> <li>• Compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Develop the range of actions, body shapes and balances they include in a performance</li> <li>• Perform skills and actions more accurately and consistently</li> <li>• Create gymnastic sequences that meet a theme or set of conditions</li> <li>• Use compositional devices when creating their sequences, such as changes in speed, level and direction</li> </ul>

	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Begin to develop a range of actions, body shapes and balances they and begin to include in these performance</li> <li>• Perform skills and actions more accurately and consistently</li> <li>• Use compositional devices when creating their sequences, such as changes in speed, level and direction</li> <li>• Describe how the body reacts during different types of activity, and how this affects the way they perform</li> <li>• Describe their own and others' work, making simple judgements about them and suggest ways they could be improved</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Select and use skills, actions and ideas appropriately, applying them with coordination and control</li> <li>• Show that they understand composition by starting to vary how they respond</li> <li>• Recognise how their work is similar to and different from others' work, and use this understanding to improve their own performance</li> </ul> <p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Develop basic skills and work on their own or with others to solve challenges</li> <li>• Choose and apply simple strategies and skills to meet the requirements of a task or challenge</li> <li>• Describe and evaluate their own and others' performances</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping and throwing skills both singly and in combinations</li> <li>• Pace themselves in challenges and competitions</li> <li>• Know what their personal best is in a variety of events and see how this improves over a period of time</li> </ul> <p><b>Depth:</b> Select and use skills, actions and ideas appropriately  <b>Assessment Question:</b> What criteria would you need to judge a swimming contest?</p>	<ul style="list-style-type: none"> <li>• Describe how the body reacts during different types of activity, and how this affects the way they perform</li> <li>• Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</li> <li>• Begin to develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Create and link dance phrases using a simple dance structure or motif</li> <li>• Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups to use simple choreographic principles to create motifs and narrative</li> <li>• Perform more complex dance phrases and dances that communicate character and narrative</li> <li>• Describe and evaluate some of the compositional features of dances performed with a partner and in a group</li> <li>• Talk about how they might improve their dances</li> </ul> <p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Develop the range and consistency of their skills and on their own or work with others to solve challenges</li> <li>• Choose and apply strategies and skills to meet the requirements of a task or challenge</li> <li>• Describe and evaluate their own and others' performances, and identify areas that need improving</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</li> <li>• Develop their ability to choose and use simple tactics and strategies in different situations</li> <li>• Know, measure and describe the short-term effects of exercise on the body</li> <li>• Describe how the body reacts to different types of activity</li> <li>• Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving achieve their personal best</li> <li>• Know what their personal best is in a variety of events and see how this improves over a period of time</li> </ul> <p><b>Depth:</b> Compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance  <b>Assessment Question:</b> Debate what makes a poor decision by a player, observer or ref?</p>
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<p>Music</p> <p><b>Children MUST be taught to</b></p> <ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control</li> <li>• Develop their understanding and ability of musical composition</li> <li>• Use and understand conventional and other notations</li> <li>• Appreciate and understand a wide range of quality live and recorded music from different traditions and great composers and musicians</li> </ul>	<p><b>Recorders 1 term – introduce standard notation</b></p> <p><b>Listening</b> <b>(Responding to music, appraising sounds and applying knowledge)</b></p> <ul style="list-style-type: none"> <li>• Pupils recognise how the different musical elements are combined and used expressively</li> <li>• Link to history of music – analyse a piece at least once a term</li> </ul> <p><b>History of Music</b> <b>(developing an understanding of)</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss music from the Baroque period (1600’s) Eg. Bach and Purcell long flowing melodic lines often using ornamentation</li> <li>• Contrast between loud and soft, solo and ensemble</li> <li>• A contrapuntal texture where two or more melodic lines are combined</li> <li>• The use of harpsichord continuo</li> </ul> <p><b>Performing</b> <b>(controlling sounds through singing and playing)</b></p> <ul style="list-style-type: none"> <li>• Pupils explore the way sounds can be combined and used expressively</li> <li>• Pupils sing in tune with expression</li> <li>• Pupils perform simple melodic and rhythmic parts</li> </ul> <p><b>Creating</b> <b>(developing musical ideas – composing and responding to music through other media)</b></p> <ul style="list-style-type: none"> <li>• Pupils improvise repeated patterns and combine several layers of sound with an awareness of the combined effect</li> </ul> <p><b>Responding and reviewing</b> <b>(appraising own and others’ performances)</b></p> <ul style="list-style-type: none"> <li>• Pupils make improvements to their own work, commenting on the intended effect</li> </ul> <p><b>Possible resources which are available including sing up:</b></p> <ul style="list-style-type: none"> <li>• Recorders (1 term) (introduce conventional notation)</li> </ul>	<p><b>DPA provision 3 terms- Violins</b></p> <p><b>Listening</b> <b>(Responding to music, appraising sounds and applying knowledge)</b></p> <ul style="list-style-type: none"> <li>• Pupils recognise how the different musical elements are combined and used expressively</li> <li>• Pupils begin to compare and evaluate different kinds of music using an appropriate musical vocabulary</li> <li>• Link to history of music – analyse a piece at least once a term</li> </ul> <p><b>History of Music</b> <b>(developing an understanding of)</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss music from the Classical period (1700’s)</li> <li>• Eg. Mozart and Beethoven</li> <li>• MELODY: Short and clearly defined musical phrases with two or more contrasting themes.</li> <li>• RHYTHM: Very defined and regular.</li> <li>• TEXTURE: Mostly Homophonic.</li> <li>• TIMBRE: The symphony orchestra was organised into four sections - strings, woodwind, brass and percussion. The harpsichord was seldom used.</li> </ul> <p><b>Performing</b> <b>(controlling sounds through singing and playing)</b></p> <ul style="list-style-type: none"> <li>• Pupils, while performing by ear and from notations, maintain their own part with a growing awareness of how the different parts fit together.</li> </ul> <p><b>Creating</b> <b>(developing musical ideas – composing and responding to music through other media)</b></p> <ul style="list-style-type: none"> <li>• Pupils improvise melodic and rhythmic phrases as part of a group performance and compose by beginning to develop musical ideas within the structure</li> </ul> <p><b>Responding and reviewing</b> <b>(appraising own and others’ performances)</b></p> <ul style="list-style-type: none"> <li>• Pupils begin to suggest improvements to their own work and others’ work, commenting on the intended effect</li> </ul> <p><b>Possible resources which are available including sing up:</b></p> <ul style="list-style-type: none"> <li>• DPA Music Provision</li> </ul>
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	<ul style="list-style-type: none"> <li>• Unit 9 – descriptive sounds (animal magic)</li> <li>• Unit 10 – rhythmic patterns</li> <li>• Unit 11 – class orchestra</li> </ul> <p><b>Depth:</b> Creating – how layers of sounds can be combined to produce a desired effect</p> <p><b>Assessment Question:</b> Compose using layers of sounds to produce ....effect?</p>	<ul style="list-style-type: none"> <li>• Unit 12 – pentatonic scales (oriental music)</li> <li>• Unit 13 – sound colours (music and art)</li> <li>• Unit 14 – singing games</li> </ul> <p><b>Depth:</b> Creating – improve melodic and rhythmic phrases as part of a group and compose within a structure</p> <p><b>Assessment Question:</b> Use melodic and rhythmic phrases to convey emotion and compare to other composers</p>
<p>RE</p> <ul style="list-style-type: none"> <li>• All pupils at Brook School will have the opportunity to visit a place of worship relating to their topic once each year</li> <li>• All year groups will follow the Dudley Agreed Syllabus created by the Dudley SACRE committee (See below)</li> <li>• The requirements in the Agreed Syllabus 2013 have been used to create a scheme of work with six blocks of work for each year group.</li> <li>• Two blocks to be taught each term</li> <li>• The scheme of work should be followed by all year groups, although teachers are able to teach their six blocks of work in any order during the year</li> </ul>	<p><b>Identify, name, describe and give accounts of religious life, in order to build a coherent picture of each religion (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils use religious words and phrases to begin to describe some key features of religions. They are beginning to understand that religion can have an impact on believers’ lives</li> </ul> <p><b>Explain the meanings of religious language, stories and symbolism (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils retell religious stories and understand the meanings of the stories, actions and symbols</li> </ul> <p><b>Explain similarities and differences between, and within religions (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils begin to show an awareness of similarities and differences in religions</li> </ul> <p><b>Reflect on what might be learnt from religions in the light of one’s own beliefs and experience (AT2)</b></p> <ul style="list-style-type: none"> <li>• Pupils ask, and respond sensitively to, questions about their own and others’ experiences and feelings and begin to give reasons for their thoughts</li> </ul> <p><b>Identify and respond to questions of meaning within religions (AT2)</b></p> <ul style="list-style-type: none"> <li>• While asking and responding to questions, they recognise that some questions cause people to wonder and are difficult to answer</li> <li>• In matters of right and wrong, they recognise their own values and those of others</li> </ul> <p><b>Depth:</b> Laws of religion e.g The Ten Commandments, The Five Pillars of Islam</p>	<p><b>Identify, name, describe and give accounts of religious life, in order to build a coherent picture of each religion (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils use a developing religious vocabulary to describe some key features of religions</li> <li>• They begin to identify the impact religion has on believers’ lives</li> </ul> <p><b>Explain the meanings of religious language, stories and symbolism (AT1)</b></p> <ul style="list-style-type: none"> <li>• They make links between beliefs and sources, including religious stories and sacred texts</li> <li>• They describe some forms of religious expression</li> </ul> <p><b>Explain similarities and differences between, and within religions (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils use a developing religious vocabulary to show they recognise similarities and differences</li> </ul> <p><b>Reflect on what might be learnt from religions in the light of one’s own beliefs and experience (AT2)</b></p> <ul style="list-style-type: none"> <li>• Pupils identify what influences them making links between aspects of their own and others’ experiences</li> <li>• They make links between values and commitments, and their own attitudes and behaviour</li> </ul> <p><b>Identify and respond to questions of meaning within religions (AT2)</b></p> <ul style="list-style-type: none"> <li>• Pupils ask important questions about religion and beliefs, making links between their own and others’ responses.</li> </ul> <p><b>Depth:</b> Devotion</p> <p><b>Assessment Question:</b> What is the difference between a belief and an opinion?</p>



	<b>Assessment Question:</b> What new laws for the world would you write and why?	
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RE schemes of work to be found below

PSHE	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• About managing change, such as puberty, transition and loss</li> <li>• How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• How to respond in an emergency</li> <li>• To identify different influences on health and wellbeing</li> <li>• To be able to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</li> <li>• To be able to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>• To be able to reflect on and celebrate their achievements, identify their strengths, areas for improvement</li> <li>• To deepen their understanding of good and not so good feelings</li> <li>• To be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</li> <li>• To know that bacteria and viruses can affect health and that following simple hygiene routines can reduce their spread</li> <li>• To recognise that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>• To begin to develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) the importance of protecting personal information, including passwords, addresses and images</li> <li>• To know the people who are responsible for helping them stay healthy and safe</li> <li>• How their body will change as they approach and move through puberty</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To know how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts</li> <li>• To know how to recognise and manage emotions within a range of relationships</li> <li>• To be able to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• To know how to respond to risky or negative relationships and how to ask for help</li> <li>• To know how to respect equality and diversity in relationships</li> <li>• To recognize and respond appropriately to a wider range of feelings in others</li> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns to work collaboratively towards shared goals</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age,</li> </ul>
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sex, gender identity, sexual orientation, and disability

- Teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

**Living in the wider world – Economic wellbeing and being a responsible citizen**

- To learn about respect for self and others and the importance of responsible behaviours and actions
- To know about rights and responsibilities as members of families, other groups and ultimately as citizens
- To learn about different groups and communities
- To respect equality and to be a productive member of a diverse community
- To learn about the importance of respecting and protecting the environment
- To learn about where money comes from, keeping it safe and the importance of managing it effectively
- To know how money plays an important part in people’s lives
- To have a basic understanding of enterprise
- To be able to research, discuss problems and events concerning health and wellbeing
- To know why and how rules and laws that protect themselves and others are made and enforced
- To realise the consequences of anti-social and aggressive behaviours
- To be able to see and respect others’ points of view
- What being part of a community means, and about the varied institutions that support communities locally to recognise the role of voluntary groups
- To begin to recognise regional, religious and ethnic identities in the United Kingdom
- To begin to think about the lives of people living in other places, and people with different values and customs
- About the role money plays in their own and others’ lives.
- To begin to have an understanding about enterprise and the skills that make someone ‘enterprising’

**Year 3**

**Depth:** Recognise and respect regional, religious and ethnic identities

**Assessment Question:** Which is more important – human rights or religious beliefs? Discuss

**Year 4**

**Depth:** Physical and emotional safety

**Assessment Question:** Is there ever a right time to lose your temper?

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Christianity 

Islam 

Judaism 

Hinduism 

Sikhism 

Buddhism 

**Key Stage 2- Scheme of Work Years 3 and 4**

	Autumn term		Spring term		Summer term	
Y3	<p><b>13. What did Jesus teach?</b> Introduce the idea of Jesus teaching by his own example and through parables. The lost sheep, the prodigal son, the unforgiving servant. What do these stories tell us? Can people change and so deserve forgiveness?</p>	<p><b>14. Can we treat animals just as we like?</b> Do animals belong to us? Can we treat them in any way we feel like? How do you treat animals? St Francis and the wolf? What message does this story have?</p>	<p><b>15. How can Christianity influence the lives of people?</b> Explore the life and work of Mother Teresa of Calcutta. How did Christianity inspire her work? Explore the life and work of Martin L King. How did Christianity inspire his work?</p>	<p><b>15. Is there a heaven?</b> Discuss and examine their own beliefs about eternal life. Dealing with loss 'I'll always love you', 'Badger's parting gift', 'The water bugs and the dragon fly. Explore the Easter message that life does not continue but that we are changed and live a new, more glorious life.</p>	<p><b>16. Who was Buddha?</b> <b>Who was Siddattha Gotama?</b> <b>The Buddhist way of life and beliefs.</b> <b>Buddhist symbols.</b> <b>Read the story 'The Buddha and the wounded Swan'.</b> <b>What can we learn from the story?</b></p>	<p><b>17. What rules should we live by?</b> Why do we have rules? What rule are really important? Where do rules come from? <b>Moses and the Ten Commandments.</b> The Golden Rule. We shall not lie? Why is it wrong to lie?</p>
Y4	<p><b>18. Why do Muslims fast?</b> Revisit earlier work on Islam. To keep on the straight path Muslims support each other. What holds up the house of Islam? The five pillars. Fasting during Ramadan. Real awareness of hunger. A test against the desires of the body</p>	<p><b>19. Why do Sikhs celebrate Divali?</b> Intro to Sikhism. The story of Akbar and the Guru's kitchen. The story of Guru Hargobind and the 52 Hindu princess. We are all members of the same human race with one creator. Using metaphor's to describe God. God as a potter. Divali in Sikhism.</p>	<p><b>20. Why is the Bible called Holy?</b> Explore different Bibles, children's Bible, different translations. What makes it so special for Christians? Literal revelation. The Word of God. Inspired revelation – through the power of the Holy Spirit humans gain insights into the will and nature of God.</p>	<p><b>21. What makes a good prayer?</b> Praising (devotional) and asking (petitionary) prayer. Are there wrong things to ask for in prayer? Vindictive prayer. Selfish prayer? Christianity and the Lord's Prayer. Islam and the Opening Prayer – the first chapter of the Qur'an.</p>	<p><b>23. Is there evidence of religion locally?</b> Explore the local community. Is there evidence of religious belief? What special buildings are there? Different branches of Christianity? Different religious traditions? Is there evidence of religion in people's lives?</p>	<p><b>24. Does the love of money lead to evil?</b> Explore Jesus' sayings about money. 'You cannot serve two masters'. 'The love of money is the root of all evil.' 1 Tim 6:10. Revisit the story of Malak Bhago and Lalo. Can money corrupt? Does the love of money lead to evil? What are your</p>

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**Key Stage 2- Years 3 and 4**

<b>Christianity</b>	<b>Islam</b>	<b>Judaism</b>	<b>Hinduism</b>	<b>Sikhism</b>	<b>Buddhism</b>
<b>Key stories</b> The birth of Jesus; Jesus and Zacchaeus; the Easter story; the Lost Sheep; the Prodigal Son; the Good Samaritan; the Creation story;	<b>Key stories</b> The Night of Power; the Thirsty Camel; the Angry Woman;	<b>Key stories</b> Queen Esther	<b>Key stories</b> Rama and Sita	<b>Key stories</b> Malak Bhago and Lalo	<b>Key stories</b> The Buddha and the wounded swan
<b>Key artefacts</b> Photo of local church Statue of Jesus Wooden cross Manger scene Easter Egg Hot Cross bun					
<b>Key festivals</b> Christmas Easter	<b>Key festivals</b> Ramadan	<b>Key festivals</b> Purim	<b>Key festivals</b> Divali	<b>Key festivals</b> Divali	

