

## Southminster Curriculum Map - Year 3 and 4

Year B – 2022-2023



|                                       | Autumn 1 - Mayan civilization                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2 - Van Gogh                                                                                                                                                                     | Spring 1 - Where we live                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2 - The Greatest Showman                                                                                                                                                                                                                                                                                                                             | Summer 1 and 2 - Stone Age to Iron Age                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>I wonder...</b>                    | What do the Mayans have in common with space travel?                                                                                                                                                                                                                                                                                                                                                                                      | How did Van Gogh express himself?                                                                                                                                                       | How do we make the most of where we live?                                                                                                                                                                                                                                                                                                                                                                                      | How has theatre changed over time?                                                                                                                                                                                                                                                                                                                          | How does a settler's lifestyle compare to a nomads lifestyle?                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Science</b>                        | Physics                                                                                                                                                                                                                                                                                                                                                                                                                                   | Chemistry                                                                                                                                                                               | Biology                                                                                                                                                                                                                                                                                                                                                                                                                        | Physics                                                                                                                                                                                                                                                                                                                                                     | Chemistry                                                                                                                                                                                                                                                                                  | Biology                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                       | Rocks                                                                                                                                                                                                                                                                                                                                                                                                                                     | Water Cycle                                                                                                                                                                             | Living Things and their Habitats                                                                                                                                                                                                                                                                                                                                                                                               | Light                                                                                                                                                                                                                                                                                                                                                       | States of Matter                                                                                                                                                                                                                                                                           | Animals including Humans                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Science objectives (knowledge)</b> | <p>Investigate materials<br/>This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li> <li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <p>This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</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.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</li> </ul> | <ul style="list-style-type: none"> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> </ul> | <p>This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> </ul> | <p>This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <ul style="list-style-type: none"> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in</li> </ul> |

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|                                       | <ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>                               |                                                                                                                                                                                 |                                                                                                                        |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                | humans and their simple functions.                                                                                     |
| <b>Science skills</b>                 | <ul style="list-style-type: none"> <li>To raise questions about working scientifically</li> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To solve challenging problems</li> <li>To use scientific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>To raise questions about working scientifically</li> <li>To use scientific vocabulary</li> <li>To report and explain findings</li> </ul> | <ul style="list-style-type: none"> <li>To use scientific vocabulary</li> <li>To report and explain findings</li> </ul> | <ul style="list-style-type: none"> <li>To find links between scientific technologies</li> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To solve challenging problems</li> </ul> | <ul style="list-style-type: none"> <li>To find links between scientific technologies</li> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To solve challenging problems</li> </ul> | <ul style="list-style-type: none"> <li>To use scientific vocabulary</li> <li>To report and explain findings</li> </ul> |
| <b>History</b>                        | <ul style="list-style-type: none"> <li>Non-European society that provides contrasts with British history</li> </ul>                                                                                                                                                    |                                                                                                                                                                                 | Local History Study                                                                                                    |                                                                                                                                                                                                                                | British History                                                                                                                                                                                                                |                                                                                                                        |
|                                       | Monarchy / empire                                                                                                                                                                                                                                                      |                                                                                                                                                                                 | Religious and Social (Peasantry)                                                                                       |                                                                                                                                                                                                                                | Comparing sources<br>Cause and consequence                                                                                                                                                                                     |                                                                                                                        |
|                                       | Military and Political (parliament)                                                                                                                                                                                                                                    |                                                                                                                                                                                 | Invention (Civilisation and economy)                                                                                   |                                                                                                                                                                                                                                | Chronology                                                                                                                                                                                                                     |                                                                                                                        |
| <b>History objectives (knowledge)</b> | <ul style="list-style-type: none"> <li>Exploring the chronology across the Mayan era and civilisation.</li> </ul>                                                                                                                                                      |                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Identifying and comparing changes with location – focusing</li> </ul>           |                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Exploring the changes in chronology from</li> </ul>                                                                                                                                     |                                                                                                                        |

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|  | <ul style="list-style-type: none"> <li>• Making comparisons between other areas of history (Ancient Rome, Celts and Vikings) to explore different aspects, such as leisure, buildings, hierarchy and weapons.</li> <li>• Comparing the lifestyle of person from the Mayan civilisation compared to the 21<sup>st</sup> Century – looking at entertainment, clothing, jobs/education and houses.</li> <li>• Describing the religious understanding within the Mayan culture – linking to the worship of Gods and Goddesses.</li> <li>• Exploring the attitudes, experiences and beliefs of men, woman and children and making comparisons</li> </ul> |  | <p>on the comparisons between the cultures of London (being more diverse) and Southminster.</p> <ul style="list-style-type: none"> <li>• Exploring chronology from the original development of Southminster as a settlement – starting from the Iron Age to the 21<sup>st</sup> Century).</li> <li>• Making comparisons from the past to now from the point of socio-cultural change (looking at transport, housing, road layouts and shops).</li> <li>• Identifying how the locality of the school has changed from the past to now (i.e the development of buildings, land use, roads, transport, retail – shops).</li> </ul> |  | <p>Stone Age to Iron Age on a timeline.</p> <ul style="list-style-type: none"> <li>• Exploring the lifestyle of men, women and children in the Stone Age and Iron Age.</li> <li>• Exploring the impacts of events from the Iron Age, such as the development of tools and work materials.</li> <li>• Exploring the life of men, women and children during the Stone Age and Iron Age.</li> <li>• Suggest causes and consequences of some of the main events and changes in history (such as development of tools, etc)</li> <li>• Exploring historical figures from the Stone Age and Iron Age.</li> </ul> |  |
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|                                       | between the Mayan Civilisation and 21 <sup>st</sup> Century.                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                           |  |                                                                                                                           |  |
| <b>History skills</b>                 | <p>To interpret and compare sources</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>                                                                                                                                                                                    |  | <p>To interpret and compare sources</p> <p>To question and explain events of the past</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p>                                                                          |  | <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p> |  |
| <b>History Specific Key Knowledge</b> | <p>Mayan era and civilisation.</p> <p>Itzamna - the most important Mayan god</p> <p>Comparison - Ancient Rome, Celts and Vikings - leisure, buildings, hierarchy and weapons.</p> <p>Comparing - lifestyle of person from the Mayan civilisation to the 21<sup>st</sup> Century – looking at entertainment, clothing, jobs/education and houses.</p> |  | <p>Comparisons between the cultures of London (being more diverse) and Southminster.</p> <p>Development of Southminster as a settlement – starting from the Iron Age to the 21<sup>st</sup> Century</p> <p>Transport, housing, road layouts and shops</p> |  | <p>Stone Age</p> <p>Iron Age</p> <p>Impacts of events - development of tools and work materials.</p>                      |  |

| Geography                        |  | Physical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Human Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Locational and Place Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Geographical skills and fieldwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                  |  | Human Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Physical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Locational and Place Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Geography objectives (knowledge) |  | <p>Netherlands – Europe</p> <ul style="list-style-type: none"> <li>• Locating The Netherlands on a map (locational and place knowledge link)</li> <li>• Describe and understand key aspects of physical geography: Including: canals, tulip fields, dams.</li> <li>• Describe and understand key aspects of human geography: Including Windmills, Van Gogh Museum, Hands Christian Andersen (Danish Author), Amsterdam Central Station, Gingerbread houses.</li> <li>• Describe and understand what biomes are.</li> <li>• Describe and understand aspects of human geography, including trade links and economic activity</li> </ul> | <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography (specifically exploring and identifying human geography within Southminster – including train station, roads, shops, housing).</li> <li>• Describe and understand key aspects of human geography – comparing types of settlement and land use between Southminster and Glasgow (City) – settlements including – housing, industrial, retail, leisure.</li> </ul> | <p>Brazil – South America (Carnival Show link)</p> <ul style="list-style-type: none"> <li>• Locating Brazil on a map including major landmarks – such as Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova.</li> <li>• Locating key human features in Brazil, including Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova.</li> <li>• Locating key physical features in Brazil, including – rainforest, hills, mountains (such as Pico do Jaraguá – the highest mountain in the city), plains, highlands and scrublands.</li> </ul> |  | <p>UK</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locating the United Kingdom, Southminster and surrounding areas.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area of Southminster and Burnham (such as using a range of methods, including</li> </ul> |

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|  |  | <p>within The Netherlands.</p> <ul style="list-style-type: none"> <li>Describe and understand aspects of human geography including natural resource distribution (including sorting natural resources and how they are used).</li> </ul> |  | <ul style="list-style-type: none"> <li>Identify and locate volcanoes in Brazil – namely Trindade and Martim Vaz and Pico do Cabugi.</li> <li>Identify the parts of the globe, including position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Understanding geographical similarities and differences of physical and human geography between the United Kingdom, The Netherlands (Europe – linking to prior studies) and Brazil.</li> </ul> |  | <p>sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Places including Southend on Sea, Manchester and London.</li> </ul> |
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| <p><b>Geography skills</b></p>                 |  | <p>To ask and answer geographical questions</p> <p>To understand and explain physical features</p> <p>To understand and explain human features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p> | <p>To compare locations (including local)</p> <p>To use geographical resources (including maps)</p>                                                 | <p>To ask and answer geographical questions</p> <p>To use geographical resources (including maps)</p> <p>To understand and explain physical features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p>                                                                                                         |  | <p>To use fieldwork and observation skills</p> <p>To compare locations (including local)</p> <p>To use geographical resources (including maps)</p>                                                                                                              |
| <p><b>Geography Specific Key Knowledge</b></p> |  | <p>Netherlands – Europe canals, tulip fields, dams<br/>Windmills, Van Gogh Museum, Hands Christian Andersen (Danish Author), Amsterdam Central Station, Gingerbread houses.</p> <p>Biomes</p>                                                       | <p>Southminster – including train station, roads, shops, housing</p> <p>Southminster and Glasgow (City) – housing, industrial, retail, leisure.</p> | <p>Brazil – South America (Carnival Show link)<br/>Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova.</p> <p>Brazilian rainforest, hills,<br/>Mountain - Pico do Jaraguá (the highest mountain in the city), plains,<br/>Highlands<br/>Scrublands</p> <p>Volcanoes - Trindade and Martim Vaz and Pico do Cabugi.</p> <p>Equator,</p> |  | <p>Locating the United Kingdom, Southminster and surrounding areas.</p> <p>Eight points of a compass,</p> <p>Four and six-figure grid references</p> <p>Ordnance Survey maps</p> <p>Southminster and Burnham</p> <p>Southend on Sea, Manchester<br/>London.</p> |

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|                                  |  |                                                                                                                                                                                                                                                                                                                                                  |  | Northern Hemisphere,<br>Southern Hemisphere,<br>Tropics of Cancer and<br>Capricorn,<br>Arctic and Antarctic<br>Circle, the<br>Prime/Greenwich<br>Meridian                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                     |
| Art and<br>Design                |  | Painting                                                                                                                                                                                                                                                                                                                                         |  | Collage                                                                                                                                                                                                           |  | Drawing                                                                                                                                                                                                                                                                                                                                                                             |
|                                  |  | Van Gogh                                                                                                                                                                                                                                                                                                                                         |  | Dolan Geiman<br>Deborah Roberts<br><br>Theatre / Circus mask<br>"This is me" theme                                                                                                                                |  | George Clausen (UK)<br>Renois (French)<br>Bertha Morisot<br>(French)<br>Paul Cezanne<br>(French)                                                                                                                                                                                                                                                                                    |
| Art<br>objectives<br>(knowledge) |  | <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.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> |



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| <b>Art skills</b>                 |                                                                                                                                                                                                                             | To take inspiration and respond to art<br><br>To develop colour and patterns using brush techniques                                                     |                                                                                                                                                                                                             | To take inspiration and respond to art<br><br>To use cutting and fixing techniques                                                                                                                                |                                                                                                                                                                                                                    | To take inspiration and respond to art<br><br>To use drawing skills<br><br>To use printing techniques                                                                                                             |
| <b>Art Specific Key Knowledge</b> |                                                                                                                                                                                                                             | Painting<br>Van Gogh<br>Starry Night<br>Swirl<br>Paint<br>Primary colours<br>Secondary colours<br>Tone<br>Tint<br>Mixing<br>Texture<br>Mood<br>Patterns |                                                                                                                                                                                                             | Collage<br>Dolan Geiman<br>Deborah Roberts<br>Theatre<br>Circus mask<br>Arrange materials<br>Layers<br>Cutting<br>Tearing<br>Fixing<br>Inspiration<br>Coiling<br>Overlapping<br>Tessellation<br>Mosaic<br>Montage |                                                                                                                                                                                                                    | Drawing<br>George Clausen<br>Renois<br>Bertha Morisot<br>Paul Cezanne<br>Hardnesses<br>Line<br>Tone<br>Texture<br>Sketch lightly<br>Shading<br>Light and shadow<br>Hatching<br>Cross hatching<br>Tone and texture |
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| <b>Design &amp; Technology</b>    | Materials (Mayan Masks for show)                                                                                                                                                                                            |                                                                                                                                                         | Food and Nutrition                                                                                                                                                                                          |                                                                                                                                                                                                                   | Electronics and Mechanics                                                                                                                                                                                          |                                                                                                                                                                                                                   |
| <b>DT objectives (knowledge)</b>  | <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and</li> </ul> |                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> </ul> |                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul> |                                                                                                                                                                                                                   |

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|                                         | <p>shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <ul style="list-style-type: none"> <li>• Select appropriate joining techniques.</li> </ul>                |                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul>                                                                       |                                                                                                                                                      |                                                                                                                                                                                                              |  |
| <b>DT skills</b>                        | <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>                                                           |                                                                                                                                                                                                                                                     | <p>To prepare, assemble and cook food hygienically</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p> |                                                                                                                                                      | <p>To use mechanics (and apply coding KS2)</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p> |  |
| <b>Computing</b>                        | Online Safety for the Year                                                                                                                                                                                              | Communicating (and connecting)                                                                                                                                                                                                                      | Algorithms and Programs                                                                                                                                                                                              | Using the Internet Presentation                                                                                                                      | Data retrieving and organising. Databases                                                                                                                                                                    |  |
| <b>Computing objectives (knowledge)</b> | <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul> | <ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand how online services work.</li> <li>• Understand that comments made online</li> </ul> | <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> </ul>                  | <p>find relevant information by browsing a menu.</p> <p>search for an image, then copy and paste it into a document</p> <p>use 'Save picture as'</p> | <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>                                              |  |

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|  |  | <p>that are hurtful or offensive are the same as bullying.</p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> <li>• Understand how simple networks are set up and used</li> </ul> | <ul style="list-style-type: none"> <li>• Set the appearance of objects and create sequences of changes.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position)</li> <li>• Control the shade of pens.</li> <li>• Specify conditions to trigger events.</li> <li>• Use IF THEN conditions to control events or objects.</li> <li>• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions)</li> <li>• Use variables to store a value.</li> <li>• Use the functions define, set, change, show and hide to control the variables.</li> <li>• Use the Reporter operators <math>() + ()</math>, <math>() - ()</math>, <math>() * ()</math>, <math>() / ()</math> to perform calculations.</li> </ul> | <p>create a presentation that moves from slide to slide</p> <p>combine text, images and sounds</p> <p>manipulate text, underline text, centre text, change font and size</p> <p>use a search engine to find a specific website</p> <p>use note-taking skills to decide which text to copy and paste</p> <p>use tabbed browsing to open two or more web pages at the same time</p> <p>open a link to a new window</p> <p>open a document (PDF) and view it</p> <p>insert sound recordings into a multi-media presentation</p> |  |  |
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| <b>Computing skills</b> | To use online platforms appropriately<br>To be safe and responsible | To understand e-safety laws<br>To communicate through APPs and devices<br>To use online platforms appropriately | To understand and import instructions for controlling objects (coding)<br>To use variables for calculations (KS2) | To collect, organise and present data<br>To communicate through APPs and devices | To collect, organise and present data |                     |
| <b>Music</b>            | See Charanga                                                        |                                                                                                                 |                                                                                                                   |                                                                                  |                                       |                     |
| <b>MfL</b>              | See Language Angels                                                 |                                                                                                                 |                                                                                                                   |                                                                                  |                                       |                     |
| <b>PE</b>               | Fundamentals Y3/4<br>Ball Skills Y3/4                               | Handball<br>Swimming                                                                                            | Dance                                                                                                             | Gymnastics<br>Swimming                                                           | Rounders                              | Athletics<br>Tennis |
| <b>PSHE</b>             | See Jigsaw                                                          |                                                                                                                 |                                                                                                                   |                                                                                  |                                       |                     |
| <b>RE</b>               | See RE LTP                                                          |                                                                                                                 |                                                                                                                   |                                                                                  |                                       |                     |

Year A – 2023-2024

|                                       | Autumn 1 - Sound                                                                                                                                                                                                                                                                                                                                              | Autumn 2 - Electricity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1 – Anglo Saxons and Scots                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2 - Life Elsewhere                                                                                                                                                                                                                                                                                                                                                                 | Summer 1 and 2 - Celts and Romans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>I wonder...</b>                    | Can you hear what I hear?                                                                                                                                                                                                                                                                                                                                     | What if electricity was never invented?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Would you go back in time?                                                                                                                                                                                                                                                                                                                                                                                                                                | Would you like to live in North America?                                                                                                                                                                                                                                                                                                                                                  | Whose side would you be on?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What did the Romans leave behind?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Science</b>                        | Physics                                                                                                                                                                                                                                                                                                                                                       | Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Chemistry                                                                                                                                                                                                                                                                                                                                                                                 | Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                       | Sound                                                                                                                                                                                                                                                                                                                                                         | Electricity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Animals including Humans                                                                                                                                                                                                                                                                                                                                                                                                                                  | States of Matter                                                                                                                                                                                                                                                                                                                                                                          | Forces and Magnets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Plants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Science objectives (knowledge)</b> | <p>Investigate sound and hearing<br/>This concept involves understanding how sound is produced, how it travels and how it is heard.</p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul> | <p>Understand electrical circuits<br/>This concept involves understanding circuits and their role in electrical applications.</p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> </ul> | <p>This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> | <p>This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <ul style="list-style-type: none"> <li>Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> </ul> | <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,</li> </ul> | <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> |

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|                                       |                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                               | depending on which poles are facing.                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |
| <b>Science skills</b>                 | <ul style="list-style-type: none"> <li>To carry out scientific investigations</li> <li>To solve challenging problems</li> <li>To find links between scientific technologies</li> <li>To use scientific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>To raise questions about working scientifically</li> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To find links between scientific technologies</li> <li>To use scientific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>To raise questions about working scientifically</li> <li>To report and explain findings</li> <li>To solve challenging problems</li> <li>To use scientific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To find links between scientific technologies</li> <li>To use scientific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To solve challenging problems</li> <li>To find links between scientific technologies</li> <li>To use scientific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>To raise questions about working scientifically</li> <li>To carry out scientific investigations</li> <li>To report and explain findings</li> <li>To use scientific vocabulary</li> </ul> |
| <b>History</b>                        |                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Chronology</li> <li>Comparing sources</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Asking historical questions</li> <li>Impact of events</li> </ul>                                                        |                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>British and World History</li> <li>Significant people – Boudicca</li> <li>Comparing sources</li> </ul>                                                                                                                        |                                                                                                                                                                                                                                 |
|                                       |                                                                                                                                                                                                                              | Invention (Civilisation and economy)                                                                                                                                                                                                                                                   | Monarchy / empire                                                                                                                                                                                                      |                                                                                                                                                                                                                               | Religious and Social (Peasantry)                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |
|                                       |                                                                                                                                                                                                                              | Chronology of inventor's life                                                                                                                                                                                                                                                          | Military and Political (parliament)                                                                                                                                                                                    |                                                                                                                                                                                                                               | Invention (Civilisation and economy)                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |
| <b>History objectives (knowledge)</b> |                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Understand the concept of change over time.</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> </ul>                                                                                |                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>                                            |                                                                                                                                                                                                                                 |

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|                                       |  | <ul style="list-style-type: none"> <li>Place historical figures on a time line using dates.</li> <li>Use dates and terms to describe events.</li> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social or religious diversity of past society.</li> <li>Describe the characteristic features of the past beliefs</li> </ul> |  | <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including attitudes and experiences of men, women and children.</li> <li>Place events and historical figures on a time line using dates.</li> <li>Understand the concept of change over time.</li> </ul> |
| <b>History skills</b>                 |  | <p>To question and explain events of the past</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p>                                                                                                                                                                                                                          | <p>To question and explain events of the past</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>                                                                                                                                 |  | <p>To interpret and compare sources</p> <p>To question and explain events of the past</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>                                                                               |
| <b>History specific key knowledge</b> |  | <p>British inventors and scientists linked to sound – Including Alan Blumlein (stereophonic sound), Alexander Graham Bell (telephone), Thomas Young (polymath).</p>                                                                                                                                                                                               | <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>c. AD 410</p> <p>Fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p>                                                                                                 |  | <p>Julius Caesar's attempted invasion in 55-54 BC Roman Empire by AD 42</p> <p>Claudius and conquest</p> <p>Hadrian's Wall</p> <p>Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>            |

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|                                         |                                                                                                                                                                                                                                                                                                                                                 |  | <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury</p>                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Geography</b>                        | Locational and Place Knowledge                                                                                                                                                                                                                                                                                                                  |  | Locational and Place Knowledge                                                                                                                                                                                                                                                                                                                                                                                     | Physical Knowledge                                                                                                                                                                                                                                                                                                                                                                     | Human Geography    |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                         | Geographical skills and fieldwork                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                    | Human Geography – brief – North America                                                                                                                                                                                                                                                                                                                                                | Physical Knowledge |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Geography objectives (knowledge)</b> | <p>UK – locations of British inventors and scientists linked to sound</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of</p> |  | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>- Lona and Lindisfarne</li> <li>- Canterbury</li> </ul> | <p>North America - Haiti (Caribbean) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>describe and understand key aspects of: human geography, including: economic activity including trade links</p> <p>identify the position and significance of latitude,</p> |                    | <p>Rome (Italy) – Europe describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,</p> |



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|                                | <p>the United Kingdom, geographical regions and their identifying physical characteristics</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |  | <p>- Scots invasions from Ireland to north Britain (now Scotland)</p> | <p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> |  | <p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p>                                                                                                                            |
| <p><b>Geography skills</b></p> | <p>To ask and answer geographical questions</p> <p>To use geographical resources (including maps)</p> <p>To use fieldwork and observation skills</p> <p>To compare locations (including local)</p>                                                                                                                                                                                                                                                                                                                |  |                                                                       | <p>To ask and answer geographical questions</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p> <p>To use geographical resources (including maps)</p>                                                                                                                                                                                                                                   |  | <p>To understand and explain physical features</p> <p>To understand and explain human features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p> |

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|                                         | To use geographical language and vocabulary                                                                                                                                                                                                            |                                                                                                                                  |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                        |
| <b>Geography Specific Key Knowledge</b> | <p>Four and six figure grid references to locate areas and landmarks within the local area of Southminster.</p> <p>United Kingdom<br/>Europe</p> <p>UK – Graham Bell,<br/>USA – Latimer<br/>Netherlands – Christiaan Huygens<br/>France - Mersenne</p> |                                                                                                                                  | <p>Lona and Lindisfarne</p> <p>Canterbury</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>North Sea</p>                              | <p>North America; Trinidad and Tobago (Caribbean)<br/>New York (e.g Trade centre, Empire state building, Times Square, Statue of Liberty.</p> <p>North America - Haiti (Caribbean)</p> <p>Earthquakes (Haiti, 2010).</p> <p>Comparing Haiti (LEDC) and San Francisco (MEDC).</p> <p>Caribbean and New York (links to trade centre)</p> |                                                                                                                              | <p>Rome (Italy)</p> <p>Soil (Po and Tiber River – growing diverse crops)</p> <p>Mountains (Apennine mountains)</p> <p>Sea (Tyrrhenian sea).</p> <p>Links to the distribution of natural resources</p> <p>Rome (Italy);</p> <ul style="list-style-type: none"> <li>- Colosseum</li> <li>- Pantheon</li> <li>- Trevi Fountain</li> </ul> |
| <b>Art and Design</b>                   |                                                                                                                                                                                                                                                        | Digital Media                                                                                                                    | Printing                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        | Sculpture                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |
|                                         |                                                                                                                                                                                                                                                        | Sam Kemp<br>Alejandro Gonzalez (Caracas, Venezuela)                                                                              | CLARE HALIFAX – London artist                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        | Jen Stark<br>Mary Edmonia Lewis<br>Sir Antony Mark David Gormley OBE RA                                                      |                                                                                                                                                                                                                                                                                                                                        |
| <b>Art objectives (knowledge)</b>       |                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul> | <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> </ul> |                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made</li> </ul> |                                                                                                                                                                                                                                                                                                                                        |

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|                                   |           |                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>                                                                                                                       |                                       | <ul style="list-style-type: none"> <li>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 interesting detail.</li> </ul>                                                              |              |
| <b>Art Skills</b>                 |           | To use digital media to create images (links with computing – KS2)                                                                                                                                               | <ul style="list-style-type: none"> <li>To take inspiration and respond to art</li> <li>To use printing techniques</li> </ul>                                                                                                                                                           |                                       | <ul style="list-style-type: none"> <li>To take inspiration and respond to art</li> <li>To sculpt with a range of resources</li> </ul>                                                                                                                                                                                              |              |
| <b>Art Specific Key Knowledge</b> |           | <ul style="list-style-type: none"> <li>Digital Media</li> <li>Sam Kemp</li> <li>Alejandro Gonzalez</li> <li>Images</li> <li>Video</li> <li>Sound recordings</li> <li>Cut</li> <li>Copy</li> <li>Paste</li> </ul> | <ul style="list-style-type: none"> <li>Printing</li> <li>Clare Halifax</li> <li>London artist</li> <li>Layers</li> <li>Replicate patterns</li> <li>Natural</li> <li>Built environments.</li> <li>Printing blocks</li> <li>Coiled string</li> <li>Precise repeating patterns</li> </ul> |                                       | <ul style="list-style-type: none"> <li>Sculpture</li> <li>Jen Stark</li> <li>Mary Edmonia Lewis</li> <li>Sir Antony Mark David Gormley OBE RA</li> <li>Combine shapes</li> <li>Recognisable forms</li> <li>Nets</li> <li>Texture</li> <li>Feelings, expression or movement.</li> <li>Clay</li> <li>Mouldable materials.</li> </ul> |              |
| <b>Design &amp; Technology</b>    | Computing |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                        | Textiles (bag to use when travelling) |                                                                                                                                                                                                                                                                                                                                    | Construction |

|                                         |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                     |                                                                                                                    |                                                                                                                                                                                                                                                                         |
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| <b>DT objectives (knowledge)</b>        | <ul style="list-style-type: none"> <li>Control and monitor models using software designed for this purpose.</li> </ul>                                                                                              |                                                                                                                                                                                                                                                  |  | <ul style="list-style-type: none"> <li>Understand the need for a seam allowance.</li> <li>Join textiles with appropriate stitching.</li> <li>Select the most appropriate techniques to decorate textiles.</li> </ul>                                                                                |                                                                                                                    | <ul style="list-style-type: none"> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>                                                                                                           |
| <b>DT skills</b>                        | <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>                                                       |                                                                                                                                                                                                                                                  |  | <p>To use modify and create textiles</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To explore and compare product design</p>                                                                                                                                     |                                                                                                                    | <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p>                                                                                                                                                        |
| <b>Computing</b>                        | <p>Online Safety for the Year</p> <p>2-3 lessons</p>                                                                                                                                                                | Using the Internet Presentation                                                                                                                                                                                                                  |  | Communicating (and connecting)                                                                                                                                                                                                                                                                      | Data retrieving and organising. Databases                                                                          | Algorithms and Programs                                                                                                                                                                                                                                                 |
| <b>Computing objectives (knowledge)</b> | <ul style="list-style-type: none"> <li>Give examples of the risks posed by online communications.</li> <li>Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul> | <p>find relevant information by browsing a menu.</p> <p>search for an image, then copy and paste it into a document</p> <p>use 'Save picture as' create a presentation that moves from slide to slide</p> <p>combine text, images and sounds</p> |  | <ul style="list-style-type: none"> <li>Contribute to blogs that are moderated by teachers.</li> <li>Understand the term 'copyright'.</li> <li>Understand how online services work.</li> <li>Understand that comments made online that are hurtful or offensive are the same as bullying.</li> </ul> | <p>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p> | <ul style="list-style-type: none"> <li>Use specified screen coordinates to control movement.</li> <li>Set events to control other events by 'broadcasting' information as a trigger.</li> <li>Set the appearance of objects and create sequences of changes.</li> </ul> |

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|  |  | <p>manipulate text, underline text, centre text, change font and size</p> <p>use a search engine to find a specific website</p> <p>use note-taking skills to decide which text to copy and paste</p> <p>use tabbed browsing to open two or more web pages at the same time</p> <p>open a link to a new window</p> <p>open a document (PDF) and view it</p> <p>insert sound recordings into a multi-media presentation</p> |  | <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> <li>• Understand how simple networks are set up and used</li> </ul> |  | <ul style="list-style-type: none"> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position)</li> <li>• Control the shade of pens.</li> <li>• Specify conditions to trigger events.</li> <li>• Use IF THEN conditions to control events or objects.</li> <li>• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions)</li> <li>• Use variables to store a value.</li> <li>• Use the functions define, set, change, show and hide to control the variables.</li> <li>• Use the Reporter operators <math>() + ()</math>, <math>() - ()</math>, <math>() * ()</math>, <math>() / ()</math> to perform calculations.</li> </ul> |
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|-------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Computing skills</b> | To use online platforms appropriately<br>To be safe and responsible | To collect, organise and present data<br>To communicate through APPs and devices |       | To use online platforms appropriately<br>To be safe and responsible<br>To understand e-safety laws<br>To communicate through APPs and devices | To collect, organise and present data | To understand and import instructions for controlling objects (coding)<br>To use variables for calculations (KS2) |
| <b>Music</b>            | See Charanga                                                        |                                                                                  |       |                                                                                                                                               |                                       |                                                                                                                   |
| <b>MfL</b>              | See Language Angels                                                 |                                                                                  |       |                                                                                                                                               |                                       |                                                                                                                   |
| <b>PE</b>               | Fundamentals Y3/4<br>Ball Skills Y3/4                               | Handball<br>Swimming                                                             | Dance | Gymnastics<br>Swimming                                                                                                                        | Rounders                              | Athletics<br>Tennis                                                                                               |
| <b>PSHE</b>             | See Jigsaw                                                          |                                                                                  |       |                                                                                                                                               |                                       |                                                                                                                   |
| <b>RE</b>               | See RE LTP                                                          |                                                                                  |       |                                                                                                                                               |                                       |                                                                                                                   |