

Year 3/4 2023-2024	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;"><b>Focus</b></p>	<p style="text-align: center;"><b>Ancient Greece</b></p>  <p>Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.</p>	<p style="text-align: center;"><b>Mountains, Volcanoes and Earthquakes</b></p>  <p>Mountains can join up with other mountains to make up a range.</p> <p>Mountains are very rocky and difficult to grow things on. Also, the higher the mountain goes up, the colder it gets – this means different kinds of plants and animals might live at the top of a mountain than at the bottom, depending on just how high it is.</p>	<p style="text-align: center;"><b>Roman Britain</b></p>  <p>In AD43, the full might of the Roman army landed on the beaches in Kent. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p>	<p style="text-align: center;"><b>Weather and the Water Cycle</b></p>  <p>The water cycle is the continuous journey water takes from the sea, to the sky, to the land and back to the sea. The movement of water around our planet is vital to life as it supports plants and animals. Powered by the Sun, the water cycle is happening all the time, though some parts of the cycle take hundreds of years.</p>	<p style="text-align: center;"><b>Anglo-Saxons and Scots</b></p>  <p>The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and sub-kingdoms that often fought with each other and against any invaders who tried to take over.</p> <p>By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.</p>	<p style="text-align: center;"><b>Rivers</b></p>  <p>Rivers provide us with food, energy, recreation, transportation routes, and of course water for irrigation and for drinking. River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients. In the lower course, the river braids over flat land.</p>

<b>English Writing</b>	<p>Fiction:</p> <p><b>Stories with Humour</b></p> <p><i>Meerkat Mail by Emily Gravett</i></p> <p>Non-Fiction:</p> <p><b>Biographies</b></p> <p><i>Fantastically Great Women Who Changed The World</i></p> <p>by Kate Pankhurst</p>		<p>Fiction:</p> <p><b>Stories in Familiar Settings</b></p> <p><b>Poetry</b></p> <p><i>A River by Marc Martin</i></p> <p>Non-Fiction:</p> <p><b>Non-Chronological Report</b></p> <p><i>Rainforest Rough Guide by Paul Mason</i></p>		<p>Fiction:</p> <p><b>Fairy Stories</b></p> <p><i>Ratpunzel (Animal Fairy Tales) by Charlotte Guillain</i></p>		<p>Non-Fiction:</p> <p><b>Chronological Reports</b></p> <p><i>A Walk in London by Salvatore Rubbino</i></p>		<p>Fiction:</p> <p><b>Myths and Legends</b></p> <p><i>Arthur and the Golden Rope by Joe Todd Stanton</i></p> <p>Non-Fiction:</p> <p><b>Explanations</b></p> <p><i>Book of Bones 10 Record-breaking Animals by Gabrielle Balkan</i></p> <p>and Sam Brewster</p>		<p>Fiction:</p> <p><b>Stories from Other Cultures</b></p> <p><i>Gregory Cool by Caroline Binch</i></p> <p>Non-Fiction:</p> <p><b>Persuasive Writing</b></p> <p><i>Charity letter</i></p> <p>(persuasion text)</p>	
	<b>Guided Reading (year 4)</b>		<p><b>Fiction:</b></p> <p><i>Who Let the Gods Out by Maz Evans</i></p>		<p><b>Fiction:</b></p> <p><i>The Legend of Spud Murphy by Eoin Colfer</i></p>		<p><b>Fiction:</b></p> <p><i>Planet Omar: Accidental Trouble Magnet by Zanib Mian</i></p> <p><b>Fiction:</b></p> <p><b>Picture Book</b></p> <p><i>My Name is Not Refugee by Kate Milner</i></p>		<p><b>Fiction:</b></p> <p><i>How to Train Your Dragon by Cressida Cowell</i></p>		<p><b>Fiction:</b></p> <p><i>The Firework-Maker's Daughter by Philip Pullman</i></p>	
<b>Maths Year 3/4 Power Maths</b>	<b>Power Maths: Autumn 1</b>		<b>Power Maths: Autumn 2</b>		<b>Power Maths: Spring 1</b>		<b>Power Maths: Spring 2</b>		<b>Power Maths: Summer 1</b>		<b>Power Maths: Summer 2</b>	
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 3</b>	<b>Year 4</b>
	Place value within 1000	Place value – 4 digit numbers	Multiplication and Division	Measure (perimeter)	Multiplication and Division	Multiplication and Division	Length	Fractions	Fractions	Decimals	Mass	Geometry – angles and 2D shapes
Addition and Subtraction	Addition and subtraction		Multiplication and division	Money	Measure (area)	Fractions	Decimals	Time	Money	Capacity	Geometry – position and direction	
				Statistics	Fractions			Angles and properties of shape	Time	Statistics		

<p><b>Science</b> <b>Content</b></p>	<p><b>Rising Star - Switched On 'Earth Rocks'</b></p> <p>I can set up and carry out simple, practical activities and fair tests.</p> <p>I can collect and record data from observations and tests.</p> <p>I can use results to draw conclusions and suggest improvements or new questions.</p>	<p><b>Rising Star - Switched On 'Food and Our Bodies'</b></p> <p>I can gather, record and present data in different ways.</p> <p>I can observe and compare animals with and without skeletons.</p> <p>I can make systematic and careful observations.</p>	<p><b>Rising Star - Switched On 'Mirror, Mirror'</b></p> <p>I can record observations and make sense of them.</p> <p>I can design and carry out a fair test.</p> <p>I can research and gather some key facts about how mirrors have been made over the centuries.</p>	<p><b>Rising Star - Switched On 'How does your garden grow?'</b></p> <p>I can set up simple practical enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can record the findings using drawings and labelled diagrams.</p>	<p><b>Rising Star - Switched On 'Opposites Attract'</b></p> <p>I can report and present findings from enquiries.</p> <p>I can list at least ten uses of magnets in everyday life.</p> <p>I can predict whether two magnets will attract or repel each other.</p>	<p><b>Rising Star - Switched On 'We are Astronauts'</b></p> <p>I can set up simple practical enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can record the findings using drawings and labelled diagrams.</p>
<p><b>History</b></p>	<p><b>Ancient Greece</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</p>		<p><b>Roman Britain</b></p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p>		<p><b>Anglo-Saxons and Scots</b></p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in</p>	

			<p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond</p> <p>1066. (Understanding of events, people and changes – Year 6)</p>		<p>the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond</p> <p>1066. (Understanding of events, people and changes – Year 6)</p>	
<p><b>Geography</b></p>		<p><b>Mountains, Volcanoes and Earthquakes</b></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p>		<p><b>The Weather Cycle</b></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p>		<p><b>Rivers</b></p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)</p>

		<p>(Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>(Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>(Geographical skills and fieldwork)</p> <p>Know location of: capital cities of countries of British Isles and U.K.,</p> <p>seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>(Locational knowledge) 5</p>		<p>(Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>(Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>(Locational knowledge)</p>		<p>Explain about key natural resources e.g. water in the locality. (Human and physical geography )</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>
<b>Computing</b>	<b>Computing systems and networks – The Internet</b>		<b>Creating Media- Audio Editing</b>		<b>Creating Media – Photo Editing</b>	

<p><b>Content</b></p>	<p>During this unit learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>		<p>In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>		<p>In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	
<p><b>Design Technology</b> <b>Topic - Linked</b></p>		<p><b>Using Pneumatics to Create an Erupting Volcano</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan</p>		<p><b>Make a Two-Point Lever Easter Greetings card</b></p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using exploded diagrams. (Processes)</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own</p>		<p><b>Creating a Healthy Salad</b></p> <p>Talk about the different food groups and name food from each group. (Cooking and Nutrition)</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)</p>

		<p>out the main stages of using them. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<p><b>Art</b></p> <p><b>Topic - Linked</b></p>	<p><b>Using Greek Pottery Designs for Cross-Stitch</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p>		<p><b>From 2D into 3D, Roman Bust Faces Through Sketching and Clay</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p>		<p><b>Creating and Designing Our Anglo-Saxon Cloak</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms</p>	

	<p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Add detail to work using different types of stitch, including cross-stitch. (Techniques)</p>		<p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)</p> <p>Draws familiar objects with correct proportions. (Techniques)</p> <p>Plan a sculpture through drawing and other preparatory work. (Techniques)</p>		<p>and reasons as a matter of routine. (Learning)</p> <p>Print on fabrics using tie-dyes or batik. (Techniques)</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)</p>	
<p><b>Music</b> <b>Topic - linked</b></p>		<p><b><u>Just three notes (3 weeks)</u></b></p> <p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p><b><u>Samba with Sergio (3 weeks)</u></b></p> <p>Move in time with the beat of the music.</p> <p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p>		<p><b><u>This little light of mine</u></b></p> <p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Sing in a Gospel style with expression and dynamics.</p> <p>Sing Part 1 of a partner song rhythmically.</p> <p>Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.</p> <p>Listen and move in time to songs in a Gospel style.</p>		<p><b><u>The Doot Doot song</u></b></p> <p>Sing swung rhythms lightly and accurately.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>'Doodle' with voices over the chords in the song.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>

		<p>Perform vocal percussion as part of a group.</p> <p>Talk about what they have learnt about Brazil and carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at carnival).</p>				
<p><b>PSHE and SMSC</b></p>	<p><b>Me and My Relationships</b>  Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.  To work collaboratively towards shared goals.  To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.  To recognise and manage 'dares'.</p>	<p><b>Valuing Difference</b>  To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  What being part of a community means and about the varied institutions that support communities locally and nationally.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  That differences and similarities between people arise from a number of</p>	<p><b>Keeping Myself Safe</b>  To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.  That their actions affect themselves and others.  To differentiate between the terms, 'risk', 'danger' and 'hazard'.  Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.  To explore and critique how the media present information.  Strategies for keeping safe online; the importance of protecting personal information, including</p>	<p><b>Rights and Responsibilities</b>  To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.  About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.  To explore and critique how the media present information.  That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.  About the role money plays in their own and others' lives, including how to manage their money</p>	<p><b>Being My Best</b>  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.  That bacteria and viruses can affect health and that following simple routines can reduce their spread.  To research, discuss and debate topical issues, problems and events concerning health and</p>	<p><b>Growing and Changing</b>  To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  To judge what kind of physical contact is acceptable or unacceptable and how to respond.  The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.  How their body will, and emotions may, change as they approach and move through puberty.</p>

	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p>	<p>passwords, addresses and the distribution of images of themselves and others.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<p>wellbeing, and offer their recommendations to appropriate people.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To work collaboratively towards shared goals.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p>	<p>About human reproduction.</p>
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<p style="text-align: center;"><b>RE</b></p>	<p><b>What do Christians learn from the Creation story?</b></p> <p>I can appreciate the natural world.</p> <p>I can define God.</p> <p>I can understand God as Creator.</p> <p>I can identify how Christians look after the world.</p> <p>I can compare Christian views to non-Christian views.</p> <p>I can explain why Christians say sorry to God.</p>	<p><b>What is it like for someone to follow God?</b></p> <p>I can understand the purpose of the Bible.</p> <p>I can learn the story of Noah.</p> <p>I can understand God's covenant.</p> <p>I can recognise covenants that people make.</p> <p>I can identify the promises made at a Christian wedding.</p> <p>I can describe what it is like to follow God.</p>	<p><b>What is the trinity and why is it important for Christians?</b></p> <p>I can define the Trinity.</p> <p>I can explore the Gospel of Matthew.</p> <p>I can explain the symbolism of water.</p> <p>I can compare and contrast art about baptism.</p> <p>I can write a baptism prayer.</p> <p>I can use art to express the Trinity.</p>	<p><b>What kind of world did Jesus want?</b></p> <p>I can identify a text from the Gospel.</p> <p>I can identify the Beatitudes and their purpose.</p> <p>I can learn the story of when Jesus healed the blind man.</p> <p>I can learn the story of when Jesus healed the paralysed man.</p> <p>I can learn the story of when Jesus fed the 5000.</p> <p>I can explore Jesus' teachings about love.</p>	<p><b>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p>I can revisit the story of Holy Week.</p> <p>I can imagine how Mary felt during Holy Week.</p> <p>I can learn how Christians mark Holy Week.</p> <p>I can explore the emotions Christian experience during Holy Week.</p> <p>I can create a performance of Palm Sunday with a group.</p>	<p><b>For Christians, what was the impact of the Pentecost?</b></p> <p>I can revisit my learning on Holy Week.</p> <p>I can explore artwork about the Pentecost.</p> <p>I can learn about the Christian belief that the world is God's kingdom.</p> <p>I can explore beliefs about the Holy Spirit.</p> <p>I can identify how Pentecost is celebrated by Christians.</p> <p>I can identify and explain my own beliefs.</p>
<p style="text-align: center;"><b>PE</b></p>	<p><b>Tag Rugby</b></p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p><b>Dance and Gymnastics</b></p> <p>Complete a forward roll and land on the feet. (Acquiring and developing skills)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p><b>Kick Boxing, Healthy Lifestyle and Nutrition</b></p> <p>Explain the types and amounts of food needed for a balanced healthy diet. (Diet and hygiene)</p> <p>Identify the energy that certain foodstuffs give by looking at the packaging. (Diet and hygiene)</p> <p>Understand that there are good and bad bacteria. (Diet and hygiene)</p> <p>Explain the benefits to the body of regular exercise. (Diet and hygiene)</p>	<p><b>Football</b></p> <p>Kick a ball accurately. (Acquiring and developing skills)</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p><b>OAA and Athletics</b></p> <p>Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p>	<p><b>Rounders</b></p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p>

			<p>Identify that the blood transports materials and it also protects. (Healthy bodies)</p> <p>Understand that muscles work in pairs to protect, support and move the body. (Healthy bodies)</p> <p>Understand the importance of mental health. (Healthy mind)</p> <p>Identify the value of sleep for our health. (Healthy mind)</p>			
<b>MFL (Spanish)</b>	<p>Describing me and others (Rachel Hawkes Amarillo Term 1)</p>	<p>Saying what I and others have (Amarillo Term 1)</p>	<p>Saying what I and others do (Amarillo Term 2)</p>	<p>Saying how many and describing things (Amarillo Term 2)</p>	<p>Describing things and people (Amarillo Term 3)</p>	<p>Expressing likes and saying what I and others do (Amarillo Term 3)</p>
<b>Curriculum Enrichment Activity</b>						