

### Year 3 and 4 Curriculum Overview

Year A	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Possible visits/ resources</b>		HOOH artefacts box	Science Oxford workshop	HOOH artefacts box Chedworth Roman Villa	Dorchester Abbey HOOH - artefacts box	
<b>English</b>	Persuasive – writing to inform Fairy tales – writing to entertain (magical devices, good vs evil)	Non-chronological report Recount (Pitt Rivers)	Explanation Poetry	Myths	Persuasion (inc. letters) Instructions	Myths (oral telling) Recount (1 <sup>st</sup> person diary)
<b>Maths</b>	See separate plan					
<b>Geography</b>	<p><b>Locational knowledge</b> - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and physical geography</b> - 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</p> <p><b>Geographical skills and fieldwork</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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><b>Locational Knowledge</b> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human</p>		<p><b>Human and Physical Geography</b> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the</p>			

	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		water cycle			
<b>Possible themes:</b>	UK topographical features		Volcanoes and earthquakes			
<b>History</b>		Changes in Britain from the Stone Age to the Iron Age		- The Roman Empire and its impact on Britain - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
<b>Possible themes:</b>		Stone Age to Iron Age		The Roman Empire and its impact on Britain	Anglo-Saxons, Scots and Vikings	
<b>Science</b>	<ul style="list-style-type: none"> <li>- asking relevant questions and using different types of scientific enquiries to answer them</li> <li>- setting up simple practical enquiries, comparative and fair tests</li> <li>- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>- identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>					

	- using straightforward scientific evidence to answer questions or to support their findings.					
<b>Year 3</b>	<b>Light</b> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change.	<b>Rocks</b> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter.	<b>Animals inc humans</b> - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<b>Forces and magnets</b> - compare how things move on different surfaces - 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 - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.	<b>Plants</b> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<b>Animals inc humans</b> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
<b>Year 4</b>	<b>States of matter</b> - compare and group materials together, according	<b>Living things and their habitats</b> - recognise that living things can be	<b>Sound</b> - identify how sounds are made, associating some of them with	<b>Animals inc humans</b> - describe the simple functions of the basic parts of the digestive	<b>Animals inc humans</b> - identify the different types of teeth in humans and their simple	<b>Electricity</b> - identify common appliances that run on electricity

	<p>to whether they are solids, liquids or gases</p> <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> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul>	<p>grouped in a variety of ways</p> <ul style="list-style-type: none"> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>something vibrating</p> <ul style="list-style-type: none"> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>system in humans</p>	<p>functions</p> <ul style="list-style-type: none"> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</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> <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> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>- about great artists, architects and designers in history.</li> </ul>					
<b>Possible themes:</b>	<p>Drawing skills. Portraits Artist study</p>	<p>Textiles - weaving</p>		<p>Colour and patterns – mosaic</p>		

<b>DT</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					
<b>Possible themes:</b>			Mechanical systems – rescue vehicles		Cooking and nutrition – healthy eating	Electrical systems – torches
<b>Computing</b>	<ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>					

	- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact					
<b>PSHE</b>	Unit 1 Core Programme	Unit 5 Emotional Health and Well-being	Unit 4 Relationships	Unit 7 Healthy Lifestyles	Unit 8 Drug Awareness	Free Unit
<b>Music</b>	<ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>					
<b>Year 3</b>	Violins		Violins		Violins	
<b>Year 4</b>	Animal Magic (exploring descriptive sounds)		Play it Again (exploring rhythmic patterns)		Salt, Pepper, Vinegar, Mustard (exploring singing games) or Painting with Sound (exploring sound colours)	
<b>PE</b>	<ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- perform dances using a range of movement patterns</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming</p> <p><b>Swimming and water safety</b></p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations.</li> </ul>					
<b>Year 3</b>	Invasion Games 1	Hockey	Netball	Net Games B	Striking and fielding B	Athletics B
	Gym 1	Dance – Clowns, Machines and Christmas Frolics	Gym 2	Dance – Cartoon Characters	Swimming	Swimming
<b>Year 4</b>	Tag Rugby	Invasion Games 2	Invasion Games 3	Net Games B	Striking and fielding B	Athletics B

	Gym 1	Dance – Emotions and Feelings	Gym 2	Dance – Charlie and the Chocolate Factory	Swimming	Swimming
<b>RE</b>	See 'The Oxfordshire Agreed Syllabus for Religious Education 2015-2020'					
<b>Year 3</b>	What do people believe about God? (Compare Christian belief with Islam and Hinduism)	What makes some occasions in life significant and how and why are these recognised and celebrated? Divali Ramadam Christmas	What do sacred texts teach about life and how do they influence people differently?  What are the sacred texts? The Bible The Qu'ran Hindu stories.  What is the Bible, and why is it important to Christians?	How do religious families and communities practice their faith and how is this seen in local communities?  Hindu worship Islam worship	What is it about key religious figures that makes them inspirational for religious believers? Christianity  Why was Jesus special? Who was St Paul and St Peter The Pope	
<b>Year 4</b>	How do people show what they believe about God? (worship) Hinduism: Deities and worship Expressions of faith: Harvest; Holy Communion; Ramadan; Eid-ul-Fitr	What makes some occasions in life significant and how and why are these recognised and celebrated?  Expressions of faith: Hinduism, Judaism, Islam and Christianity	What do sacred texts teach about life and how do they influence people differently?  What do the sacred texts teach? Rules Guidance Key aspects of the religions. Eg 10 commandments 5 pillars  Love & forgiveness: Hinduism/Krishna focus	How do religious families and communities practice their faith and how is this seen in local communities?  Special places in communities Church Mosque Temple Visits  What religions are represented in our neighbourhood	What is it about key religious figures that makes them inspirational for religious believers? Islam Who was Mohammed Imams	

<b>French</b>	<ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>- present ideas and information orally to a range of audiences*</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> <li>- appreciate stories, songs, poems and rhymes in the language</li> <li>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>- describe people, places, things and actions orally* and in writing</li> <li>- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					
<b>Year 3</b>	Numbers 1-10 Greetings Classroom Instructions	Asking and giving names Christmas	Asking and giving age Colours	Colours Easter lessons	Food (inc. fruit)	Days of the week Months of the year
<b>Year 4</b>	Colours Body parts Adjectives	'How do you say...' Zoo animals Christmas	Alphabet Verbs – to be J'aime ca	Family Members The Enormous Turnip Verb – avoir	Hobbis Numbers 11-30 Opinions	Weather Clothes



Year B	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Possible visits/ resources</b>	Henley River & Rowing museum Thames walk	Ashmolean Museum			Living Rainforest	
<b>English</b>	Instructions Narrative	Recount (diary, newspaper)	Instructions Non-chronological report	Myths Explanations	Fairytales Non-chronological reports	Poetry Persuasion
<b>Maths</b>	See separate plan					
<b>Geography</b>	<p><b>Locational knowledge</b> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and physical geography</b> - 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</p> <p><b>Geographical skills and fieldwork</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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><b>Human and Physical Geography</b> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p><b>Place knowledge</b> - 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><b>Locational Knowledge</b> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time</p>	<p><b>Human and Physical Geography</b> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Locational Knowledge</b> - identify the position and significance of</p>

					zones (including day and night)	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)
<b>Possible themes:</b>	Rivers and the Water Cycle		European Country – Greece		Latitude, longitude Equator	Climate zones, biomes
<b>History</b>		- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China		- Ancient Greece – a study of Greek life and achievements and their influence on the western world		
<b>Possible themes:</b>		Ancient Egypt		Ancient Greece		
<b>Science</b>	<ul style="list-style-type: none"> <li>- asking relevant questions and using different types of scientific enquiries to answer them</li> <li>- setting up simple practical enquiries, comparative and fair tests</li> <li>- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>					

	<ul style="list-style-type: none"> <li>- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>- identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>- using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
<b>Year 3</b>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognise that they need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Animals inc humans</b></p> <ul style="list-style-type: none"> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>- compare how things move on different surfaces</li> <li>- 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>- 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>- describe magnets as having two poles</li> <li>- predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Animals inc humans</b></p> <ul style="list-style-type: none"> <li>- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>

<p><b>Year 4</b></p>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- recognise that living things can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Sound</b></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> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Animals inc humans</b></p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	<p><b>Animals inc humans</b></p> <ul style="list-style-type: none"> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Electricity</b></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>- 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> <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> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>- about great artists, architects and designers in history.</li> </ul>					

<b>Possible themes:</b>		Painting skills – sunset Clay Hieroglyphs		?	Drawing skills – sketching plants Rousseau	
<b>DT</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					
<b>Possible themes:</b>	Structures – boats		Cooking and nutrition – healthy eating (Greece)		Food and nutrition	Mechanisms – levers and linkages. Moving story books
<b>Computing</b>	<ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>					

	<ul style="list-style-type: none"> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>					
<b>PSHE</b>	Unit 1 Core Programme	Unit 2 Making a Positive Contribution	Unit 9 SRE	Unit 6 Keeping Safe, Staying Safe, Feeling Safe	Unit 3 Economic Well-Being and Financial Capability	Free Unit
<b>Music</b>	<ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>					
<b>Year 3</b>	Violins		Violins		Violins	
<b>Year 4</b>	Animal Magic (exploring descriptive sounds)		Play it Again (exploring rhythmic patterns)		Salt, Pepper, Vinegar, Mustard (exploring singing games) or Painting with Sound (exploring sound colours)	
<b>PE</b>	<ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- perform dances using a range of movement patterns</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming</p> <p><b>Swimming and water safety</b></p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations.</li> </ul>					
<b>Year 3</b>	Invasion Games 1	Invasion Games 2	Invasion Games 3	Net Games B	Striking and fielding B	Athletics B
	Gym 1	Dance – Emotions	Gym 2	Dance – Charlie and	Swimming	Swimming

		and Feelings		the Chocolate Factory		
<b>Year 4</b>	Tag Rugby	Hockey	Netball	Net Games B	Striking and fielding B	Athletics B
	Gym 1	Dance – Clowns, Machines and Christmas Frolics	Gym 2	Dance – Cartoon Characters	Swimming	Swimming
<b>RE</b>	See 'The Oxfordshire Agreed Syllabus for Religious Education 2015-2020'					
<b>Year 3</b>	What do people believe about God? (Compare Christian belief with Islam and Hinduism)	What makes some occasions in life significant and how and why are these recognised and celebrated? Divali Ramadam Christmas	What do sacred texts teach about life and how do they influence people differently?  What are the sacred texts? The Bible The Qu'ran Hindu stories.  What is the Bible, and why is it important to Christians?	How do religious families and communities practice their faith and how is this seen in local communities?  Hindu worship Islam worship	What is it about key religious figures that makes them inspirational for religious believers? Christianity  Why was Jesus special? Who was St Paul and St Peter The Pope	
<b>Year 4</b>	How do people show what they believe about God? (worship) Hinduism: Deities and worship Expressions of faith: Harvest; Holy Communion; Ramadan; Eid-ul-Fitr	What makes some occasions in life significant and how and why are these recognised and celebrated?  Expressions of faith: Hinduism, Judaism, Islam and Christianity	What do sacred texts teach about life and how do they influence people differently?  What do the sacred texts teach? Rules Guidance Key aspects of the religions. Eg 10 commandments 5 pillars  Love & forgiveness: Hinduism/Krishna focus	How do religious families and communities practice their faith and how is this seen in local communities?  Special places in communities Church Mosque Temple Visits  What religions are represented in our neighbourhood	What is it about key religious figures that makes them inspirational for religious believers? Islam Who was Mohammed Imams	

<b>French</b>	<ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>- present ideas and information orally to a range of audiences*</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> <li>- appreciate stories, songs, poems and rhymes in the language</li> <li>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>- describe people, places, things and actions orally* and in writing</li> <li>- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					
<b>Year 3</b>	Numbers 1-10 Greetings Classroom Instructions	Asking and giving names Christmas	Asking and giving age Colours	Colours Easter lessons	Food (inc. fruit)	Days of the week Months of the year
<b>Year 4</b>	Colours Body parts Adjectives	'How do you say...' Zoo animals Christmas	Alphabet Verbs – to be J'aime ca	Family Members The Enormous Turnip Verb – avoir	Hobbis Numbers 11-30 Opinions	Weather Clothes