Year 3 and 4 Curriculum Overview

Possible visits/ resources Possible visits/ resources HOOH artefacts box workshop Chedworth Roman Villa	elling)
visits/ resources 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 to Recount (1st part) Maths See separate plan Geography Locational knowledge	
resources English Persuasive – writing to inform Fairy tales – writing to entertain (magical devices, good vs evil) Maths See separate plan Fenglish Persuasive – writing to inform Fairy tales – writing to entertain (magical devices, good vs evil) Maths See separate plan Cocational knowledge	
English Persuasive – writing to inform Fairy tales – writing to entertain (magical devices, good vs evil) Maths See separate plan Persuasion (inc. letters) Recount (1st part of poetry) Myths Persuasion (inc. letters) Recount (1st part of poetry) Non-chronological report Poetry Poetry Myths Persuasion (inc. letters) Instructions Myths (oral to presuation poetry) Noths See separate plan Locational knowledge	
to inform Fairy tales – writing to entertain (magical devices, good vs evil) Maths See separate plan Geography Locational knowledge	
Fairy tales – writing to entertain (magical devices, good vs evil) Maths See separate plan Geography Locational knowledge	person
to entertain (magical devices, good vs evil) Maths See separate plan Geography Locational knowledge	
(magical devices, good vs evil) Maths See separate plan Geography Locational knowledge	
good vs evil) Maths See separate plan Geography Locational knowledge	
Maths See separate plan Geography Locational knowledge	
Geography Locational knowledge	
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concent	
	trating on
their environmental regions, key physical and human characteristics, countries, and major cities	
Human and physical geography	
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural	al
resources including energy, food, minerals and water	
Geographical skills and fieldwork	
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	And Investigat
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	to bulla
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.	including
Locational Human and Physical	
Knowledge Geography	
- name and locate - physical geography,	
counties and cities including: climate	
of the United zones, biomes and	
Kingdom, vegetation belts,	
geographical rivers, mountains,	
regions and their volcanoes and	
identifying human earthquakes, and the	

	and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these		water cycle			
	aspects have changed over time					
Possible themes:	UK topographical features		Volcanoes and earthquakes			
History		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 A - the Viking and Anglo-Sax Kingdom of England to the Confessor	on struggle for the
Possible themes:		Stone Age to Iron Age		The Roman Empire and its impact on Britain	Anglo-Saxons, Scots and V	/ikings
Science						

Year 3	Light	Rocks	answer questions or to s Animals inc humans	Forces and magnets	Plants	Animals inc humans
rear 5	- recognise that	- compare and group	- identify that humans	- compare how things	- identify and describe	- identify that
	they need light in	together different	and some other	move on different	the functions of	animals, including
	order to see things	kinds of rocks on the	animals have	surfaces	different parts of	humans, need the
	and that dark is the	basis of their	skeletons and muscles	- compare and group	flowering plants: roots,	right types and
	absence of light			together a variety of	stem/trunk, leaves and	amount of nutrition,
	- notice that light is	appearance and simple physical	for support, protection and	everyday materials on	flowers	and that they cannot
	reflected from		movement.	the basis of whether	- explore the	make their own food
	surfaces	properties - describe in simple	movement.			they get nutrition
		terms how fossils		they are attracted to a	requirements of plants	,
	- recognise that	are formed when		magnet, and identify	for life and growth (air,	from what they eat
	light from the sun			some magnetic materials	light, water, nutrients	
	can be dangerous and that there are	things that have		- notice that some	from soil, and room to	
		lived are trapped within rock		forces need contact	grow) and how they vary from plant to plant	
	ways to protect				· ·	
	their eyes	 recognise that soils are made from rocks 		between two objects, but magnetic forces	- investigate the way in which water is	
	- recognise that shadows are	and organic matter.		can act at a distance	transported within	
	formed when the	and organic matter.		- observe how	plants	
	light from a light			magnets attract or	- explore the part that	
	source is blocked by			repel each other and	flowers play in the life	
	an opaque object			attract some	cycle of flowering plants,	
	- find patterns in			materials and not	including pollination,	
	the way that the			others	seed formation and seed	
	size of shadows			- describe magnets as	dispersal.	
	change.			having two poles	uispersai.	
	Change.			- predict whether two		
				magnets will attract		
				or repel each other,		
				depending on which		
				poles are facing.		
'ear 4	States of matter	Living things and	Sound	Animals inc humans	Animals inc humans	Electricity
cai 4	- compare and	their habitats	- identify how sounds	- describe the simple	- identify the different	- identify common
	group materials	- recognise that	are made, associating	functions of the basic	types of teeth in	appliances that run
	together, according	living things can be	some of them with	parts of the digestive	humans and their simple	on electricity

	to whether they are	grouped in a variety	something vibrating	system in humans	functions	- construct a simple
		, ,	- recognise that	System in mumans	- construct and interpret	series electrical
	solids, liquids or	of ways	~		·	
	gases	- explore and use	vibrations from		a variety of food chains,	circuit, identifying
	- identify the part	classification keys to	sounds travel through		identifying producers,	and naming its basic
	played by	help group, identify	a medium to the ear		predators and prey.	parts, including cells,
	evaporation and	and name a variety	- find patterns			wires, bulbs, switches
	condensation in the	of living things in	between the pitch of			and buzzers
	water cycle and	their local and wider	a sound and features			- identify whether or
	associate the rate	environment	of the object that			not a lamp will light
	of evaporation with	- recognise that	produced it			in a simple series
	temperature.	environments can	- find patterns			circuit, based on
	- observe that some	change and that this	between the volume			whether or not the
	materials change	can sometimes pose	of a sound and the			lamp is part of a
	state when they are	dangers to living	strength of the			complete loop with a
	heated or cooled,	things.	vibrations that			battery
	and measure or		produced it			- recognise that a
	research the		- recognise that			switch opens and
	temperature at		sounds get fainter as			closes a circuit and
	which this happens		the distance from the			associate this with
	in degrees Celsius		sound source			whether or not a
	(°C)		increases.			lamp lights in a
						simple series circuit
						- recognise some
						common conductors
						and insulators, and
						associate metals with
						being good
						conductors.
Art	- to create sketch ho	oks to record their obse	ervations and use them to	review and revisit ideas		conductors.
AIL					cure with a range of materia	als [for example nencil
	charcoal, paint, clay	istery or art ariu design	techniques, including ara	wing, painting and sculpt	ure with a range of materia	ais froi example, pencil,
		architects and designer	s in history			
Dossible	_	architects and designer	s in mistory.	Colour and nattorns		
Possible	Drawing skills.	Textiles - weaving		Colour and patterns –		
themes:	Portraits			mosaic		
	Artist study					

DT Design - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 **Evaluate** - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition** - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Electrical systems -**Possible** Mechanical systems -Cooking and nutrition healthy eating themes: rescue vehicles torches - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by Computing decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - 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

	~ .		oonsibly; recognise accep	table/unacceptable beha	viour; identify a range of w	vays to report concerns	
	about content and co	ontact					
PSHE	Unit 1 Core Programme	Unit 5 Emotional Health and Well- being	Unit 4 Relationships	Unit 7 Healthy Lifestyles	Unit 8 Drug Awareness	Free Unit	
Music	 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, contra and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 						
Year 3	Violins				Violins		
Year 4	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)		
PE	 use running, jumping, throwing and catching in isolation and in combination 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming Swimming and water safety swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 						
Year 3	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	
Year 4	Tag Rugby	Invasion Games 2	Invasion Games 3	Net Games B	Striking and fielding B	Athletics B	

	Gym 1	Dance – Emotions	Gym 2	Dance – Charlie and the	Swimming	Swimming
		and Feelings		Chocolate Factory		
RE	See 'The Oxfordshire	Agreed Syllabus for Rel	igious Education 2015-20)20'		
Year 3	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	
Year 4	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	

French	- listen attentively to spoken language and show understanding by joining in and responding							
	- explore the pattern	s and sounds of languag	ge through songs and rhy	mes and link the spelling,	sound and meaning of w	ords		
	- engage in conversat	tions; ask and answer qu	uestions; express opinior	s and respond to those of	others; seek clarification	and help*		
	- speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*							
	- present ideas and information orally to a range of audiences*							
	- read carefully and s	how understanding of v	vords, phrases and simpl	e writing				
	- appreciate stories, songs, poems and rhymes in the language							
	- broaden their vocal	oulary and develop their	r ability to understand ne	w words that are introduc	ed into familiar written r	material, including		
	through using a diction	onary						
	- write phrases from	memory, and adapt the	se to create new sentend	ces, to express ideas clearly	У			
	- describe people, pla	aces, things and actions	orally* and in writing					
	- understand basic gr	ammar appropriate to t	he language being studie	ed, including (where releva	nt): feminine, masculine	and neuter forms and		
	the conjugation of hi	gh-frequency verbs; key	features and patterns o	f the language; how to app	ly these, for instance, to	build sentences; and		
	how these differ from	n or are similar to Englis	sh.					
Year 3	Numbers 1-10	Asking and giving	Asking and giving age	Colours	Food (inc. fruit)	Days of the week		
	Greetings	names	Colours	Easter lessons		Months of the year		
	Classroom	Christmas						
	Instructions							
Year 4	Colours	'How do you say'	Alphabet	Family Members	Hobbis	Weather		
	Body parts	Zoo animals	Verbs – to be	The Enormous Turnip	Numbers 11-30	Clothes		
	Adjectives	Christmas	J'aime ca	Verb – avoir	Opinions			

Year B	Autum	n Term	Spring	g Term	Summer Term		
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
Possible	Henley River &	Ashmolean Museum			Living Rainforest		
visits/	Rowing museum						
resources	Thames walk						
English	Instructions	Recount (diary,	Instructions	Myths	Fairytales	Poetry	
	Narrative	newspaper)	Non-chronological	Explanations	Non-chronological	Persuasion	
			report		reports		
Maths		See separate plan					
Geography		Locational knowledge					
			· · · · · · · · · · · · · · · · · · ·		nd North and South Ame	erica, concentrating on	
	their environmental regions, key physical and human characteristics, countries, and major cities						
		Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural					
	_ · · · · ·	~		mic activity including tra	de links, and the distribu	tion of natural	
	Geographical skills and	ergy, food, minerals and	water				
	•		er mapping to locate cou	ntries and describe featu	uras studiad		
	• • • • • •				nes studied ng the use of Ordnance S	Survoy mans) to build	
		United Kingdom and the		symbols and key (meidan	ing the use of Orunance s	ourvey maps, to build	
				Inhysical features in the	local area using a range	of methods including	
		graphs, and digital tech		physical reacares in the	Total area asing a range	or methods, merdanig	
	Human and Physical		Place knowledge		Locational	Human and Physical	
	Geography		- understand		Knowledge	Geography	
	- physical geography,		geographical		- identify the position	- physical geography,	
	including: climate		similarities and		and significance of	including: climate	
	zones, biomes and		differences through		latitude, longitude,	zones, biomes and	
	vegetation belts,		the study of human		Equator, Northern	vegetation belts,	
	rivers, mountains,		and physical		Hemisphere,	rivers, mountains,	
	volcanoes and		geography of a region		Southern	volcanoes and	
	earthquakes, and the		of the United		Hemisphere, the	earthquakes, and the	
	water cycle		Kingdom, a region in		Tropics of Cancer and	water cycle	
			a European country,		Capricorn, Arctic and	Locational	
			and a region within		Antarctic Circle, the	Knowledge	
			North or South		Prime/Greenwich	- identify the position	
			America		Meridian and time	and significance of	

					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)
Possible	Rivers and the Water		European Country –		Latitude, longitude	Climate zones,
themes:	Cycle		Greece		Equator	biomes
History		- 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; Ancient Egypt; The Shang Dynasty of Ancient China		- Ancient Greece – a study of Greek life and achievements and their influence on the western world		
Possible themes:		Ancient Egypt		Ancient Greece		
Science	 setting up simple prace making systematic an equipment, including t gathering, recording, 	cions and using different cical enquiries, compara d careful observations are hermometers and data local assifying and presenting simple scientific langur	tive and fair tests nd, where appropriate, to oggers g data in a variety of wa	aking accurate measurer ys to help in answering q	uestions	ts, using a range of

- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings. Year 3 Light **Animals inc humans** Forces and magnets Animals inc humans **Rocks Plants** - identify that - recognise that they - compare and group - identify that - compare how things - identify and need light in order to together different humans and some animals, including move on different describe the see things and that humans, need the kinds of rocks on the other animals have surfaces functions of different parts of flowering right types and dark is the absence of basis of their skeletons and - compare and group muscles for support, together a variety of plants: roots, amount of nutrition, light appearance and - notice that light is simple physical protection and everyday materials stem/trunk, leaves and that they cannot reflected from properties on the basis of and flowers make their own food: movement. surfaces - describe in simple whether they are - explore the they get nutrition - recognise that light requirements of from what they eat terms how fossils are attracted to a formed when things magnet, and identify plants for life and from the sun can be dangerous and that that have lived are some magnetic growth (air, light, trapped within rock there are ways to water, nutrients from materials protect their eyes - recognise that soils soil, and room to - notice that some - recognise that are made from rocks grow) and how they forces need contact shadows are formed vary from plant to and organic matter. between two objects, when the light from a but magnetic forces plant light source is can act at a distance - investigate the way blocked by an opaque - observe how in which water is object magnets attract or transported within - find patterns in the repel each other and plants - explore the part way that the size of attract some shadows change. that flowers play in materials and not the life cycle of others - describe magnets as flowering plants, including pollination, having two poles - predict whether two seed formation and magnets will attract seed dispersal. or repel each other, depending on which poles are facing.

Year 4	States of matter	Living things and	Sound	Animals inc humans	Animals inc humans	Electricity
	- compare and group	their habitats	- identify how sounds	- describe the simple	- identify the	- identify common
	materials together,	- recognise that living	are made, associating	functions of the basic	different types of	appliances that run
	according to whether	things can be	some of them with	parts of the digestive	teeth in humans and	on electricity
	they are solids,	grouped in a variety	something vibrating	system in humans	their simple functions	- construct a simple
	liquids or gases	of ways	- recognise that		- construct and	series electrical
	- identify the part	- explore and use	vibrations from		interpret a variety of	circuit, identifying
	played by	classification keys to	sounds travel through		food chains,	and naming its basic
	evaporation and	help group, identify	a medium to the ear		identifying producers,	parts, including cells,
	condensation in the	and name a variety of	- find patterns		predators and prey.	wires, bulbs, switches
	water cycle and	living things in their	between the pitch of			and buzzers
	associate the rate of	local and wider	a sound and features			- identify whether or
	evaporation with	environment	of the object that			not a lamp will light in
	temperature.	- recognise that	produced it			a simple series circuit,
	- observe that some	environments can	- find patterns			based on whether or
	materials change	change and that this	between the volume			not the lamp is part
	state when they are	can sometimes pose	of a sound and the			of a complete loop
	heated or cooled, and	dangers to living	strength of the			with a battery
	measure or research	things.	vibrations that			- recognise that a
	the temperature at		produced it			switch opens and
	which this happens in		- recognise that			closes a circuit and
	degrees Celsius (°C)		sounds get fainter as			associate this with
			the distance from the			whether or not a
			sound source			lamp lights in a
			increases.			simple series circuit
						- recognise some
						common conductors
						and insulators, and
						associate metals with
						being good
Art			tions and use them to re			conductors.

Art

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Possible themes:		Painting skills – sunset		?	Drawing skills – sketching plants	
DT	particular individuals of generate, develop, more prototypes, pattern piet Make - select from and use a accurately - select from and use a functional properties at Evaluate - investigate and analystic evaluate their ideas at understand how key expended to the evaluate their ideas at understand and use more understand and use more understand and use expended their understand and apply their understand and apply prepare and cook a variable.	r groups odel and communicate the ces and computer-aided wider range of tools and wider range of materials and aesthetic qualities se a range of existing pro- and products against their events and individuals in ding of how to strengthe nechanical systems in the lectrical systems in their ding of computing to pro- the principles of a healt ariety of predominantly s	neir ideas through discus design I equipment to perform part of the components, included and components, included acts of the components	ative, functional, appealing assion, annotated sketches bractical tasks [for example ding construction material consider the views of ot ave helped shape the womore complex structures e, gears, pulleys, cams, leseries circuits incorporation their products.	s, cross-sectional and exole, cutting, shaping, joir als, textiles and ingredied hers to improve their world vers and linkages] ng switches, bulbs, buzz	ploded diagrams, ning and finishing], nts, according to their ork
Possible themes:	Structures – boats		Cooking and nutrition - healthy eating (Greece)		Food and nutrition	Mechanisms – levers and linkages. Moving story books
Computing	decomposing them into - use sequence, selectio - use logical reasoning t - understand computer	o smaller parts on, and repetition in prog to explain how some sim	grams; work with variabl ple algorithms work and internet; how they can p	iding controlling or simules and various forms of it to detect and correct er rovide multiple services,	nput and output rors in algorithms and p	rograms

	- select, use and comb	gies effectively, appreciate bine a variety of software d content that accomplish y, respectfully and respon ntact	(including internet servion given goals, including c	ces) on a range of digital ollecting, analysing, eval	devices to design and crouding and presenting da	eate a range of Ita and information
PSHE	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
Music	 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, or and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great compose and musicians develop an understanding of the history of music. 					
Year 3	Violins		Violins		Violins	
Year 4	Animal Magic (explori	ng descriptive sounds)	Play it Again (exploring rhythmic patterns)		Salt, Pepper, Vinegar, Mustard (exploring singing games) or Painting with Sound (exploring sound colours)	
PE	 use running, jumping, throwing and catching play competitive games, modified where apprenances], and apply basic principles suitable for develop flexibility, strength, technique, continue perform dances using a range of movement take part in outdoor and adventurous activity compare their performances with previous of Swimming Swimming and water safety swim competently, confidently and proficientuse a range of strokes effectively [for example] 		opriate [for example, ba ttacking and defending of and balance [for examp atterns challenges both individu	dminton, basketball, crid ole, through athletics an ally and within a team	d gymnastics]	tball, rounders and
	Swimming and water - swim competently, c - use a range of stroke	confidently and proficientles effectively [for example	, front crawl, backstroke			
Year 3	Swimming and water - swim competently, c - use a range of stroke	confidently and proficientl	, front crawl, backstroke		Striking and fielding B	Athletics B

		and Feelings		the Chocolate Factory						
Year 4	Tag Rugby	Hockey	Netball	Net Games B	Striking and fielding B	Athletics B				
	Gym 1	Dance – Clowns,	Gym 2	Dance – Cartoon	Swimming	Swimming				
		Machines and		Characters						
		Christmas Frolics								
RE		See 'The Oxfordshire Agreed Syllabus for Religious Education 2015-2020'								
Year 3	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 to how do they influence What are the sacred texts to the Bible The Qu'ran Hindu stories. What is the Bible, and the Christians?	people differently? xts?	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				
Year 4	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 to how do they influence What do the sacred text Rules Guidance Key aspects of the religing Eg 10 commandments 5 pillars Love & forgiveness: Hir	people differently? kts teach? gions.	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	The Pope What is it about key religious figures that makes them inspirational for religious believers? Islam Who was Mohammed Imams				

French	- explore the patterns - engage in conversation - speak in sentences, und - develop accurate pro - present ideas and inf - read carefully and sh - appreciate stories, so - broaden their vocable through using a diction - write phrases from more describe people, place - understand basic gra	 listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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 								
Year 3	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				
Year 4	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				