Long term plans 24-25			
Oak Class Years 3 and 4	Cycle A		
Learning Journey	Term 1 and 2 Explorers	Term 3 and 4 Eureka!	Term 5 and 6 Once upon a time…
Trips/ visits/ federation days	Year 4 residential at Bewl Water Federation day: OAA Visitor: Viking sword State carols	Local trip Visitor:	Local trip: Burwash - Batemans Wood Federation day: Egyptian day
English See National curriculum and termly plans. Following the Jane Considine write stuff planning.	**Term 1:** Week 1: Writing week • Year 4 Non-fiction – Persuasive Writing - Holiday brochure - Sicily • Year 4 Non-fiction – Persuasive writing – Inviting an author into school letter **Term 2:** • Year 3 Narrative – Star in the jar by Sam Hay	**Term 3:** • Year 4 Science Fiction Narrative – The iron man by Ted Hughes • Year 4 Poetry - The River by Valerie Bloom **Term 4:** • Year 3 Narrative – The true story of the three little pigs by Jon Scieszka	**Term 5:** • Year 4 Non-fiction – Newspaper report - The Wizard of Once by Cressida Cowell • Year 3 Narrative – The Happy Prince by Jane Ray **Term 6:** • Year 4 Non-fiction – Diary - Secrets of a sun king by Emma Carroll • Year 4 Narrative – Traditional Tale – The Princess and the Pea by Lauren Child • Year 4 Narrative - Aladdin and the Enchanted Lamp by Philip Pullman
Maths	**Term 1:** Curriculum prioritisation Year 3 and 4	**Term 3:** Curriculum prioritisation Year 3 and 4	**Term 3:** Curriculum prioritisation Year 3 and 4

See National curriculum and termly plans. Following NCETM spines.	**Term 2:** Curriculum prioritisation Year 3 and 4	**Term 4:** Curriculum prioritisation Year 3 and 4	**Term 4:** Curriculum prioritisation Year 3 and 4
Science	**Year 3 Animals including humans (Term 1):** • identify those 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement **Year 4 Animals including humans (Term 2):** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	**Year 4 States of matter (Terms 3 and 4):** • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Year 3 Plants (Terms 5 and 6):** • 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
All science should: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers			

• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • 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.			
Computing Following STEM Learning Teach Computing Raspberry Pi planning - Year 4	**Term 1:** Year 4 – Term 1 Computing Systems and Network – The Internet • 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. **Term 2:** Year 4 – Term 2 Creating Media – Audio Editing • 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	**Term 3:** Year 4 – Term 3 Creating Media – Photo Editing • 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 **Term 4:** Year 4 – Data and Information – Data Logging • 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,	**Term 5:** Year 4 – Programming A – Repetition in Shapes • use sequence, selection, and repetition in programs; work with variables and various forms of input and output **Term 6:** Year 4 – Programming B – Repetition in Games • use sequence, selection, and repetition in programs; work with variables and various forms of input and output

			evaluating and presenting data and information.	
Every term in computing: E-Safety will be taught to the children. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
Wellbeing	**RSE** Following RSE Solution KS2 planning - Year 4 – Cycle B	**Term 1:** My feelings **Term 2:** My relationships	**Term 3:** My beliefs. **Term 4:** My rights and responsibilities and asking for help.	**Term 5:** My body. **Term 6:** Enterprise.
RE See National curriculum and termly plans. Following East Sussex RE Syllabus 2022 planning – Oak Class - Cycle B		**Term 1:** Creation – What do Christians learn from the creation story? **Term 2:** Hanukah (KS2) – Why is the menorah important?	**Term 3:** Gospel – What kind of world did Jesus want? **Term 4:** Passover – How do Jews celebrate Passover?	**Term 5:** Ganesha Belief in God – How many Gods do Hindu's have? Who or what is God? **Term 6:** Jewish celebrations. Bar/Bat mitzvah weddings – How are Jewish and Christian celebrations similar or different?

<table>
<tr><td>History</td><td><u>Terms 1 and 2:</u>
Vikings:
Viking raids and invasion
resistance by Alfred the Great and Athelstan, first king of England
further Viking invasions and Danegeld
Anglo-Saxon laws and justice
Edward the Confessor and his death in 1066</td><td></td><td><u>Terms 5 and 6:</u>
Ancient Egypt – Cinderella:
the achievements of the earliest civilizations – an overview of where and when the first
Civilizations appeared and a depth study of one Ancient Egypt.</td></tr>
<tr><td colspan="4">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</td></tr>
<tr><td colspan="4"><u>Ongoing geographical skills and fieldwork:</u>
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</td></tr>
<tr><td>Geography</td><td><u>Term 2:</u>
Locational knowledge:
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how</td><td><u>Terms 3 and 4:</u>
Human and physical geography:
describe and understand key aspects of:
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.</td><td><u>Terms 5 and 6:</u>
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</td></tr>
</table>

	some of these aspects have changed over time.		

All pupils should:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through
- experiences of fieldwork that deepen their understanding of geographical
- processes
- interpret a range of sources of geographical information, including maps, diagrams,
- globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through
- maps, numerical and quantitative skills and writing at length.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Take part in outdoor and adventurous activity challenges both individually and within a team.

PE See National curriculum and termly plans.	**Term 1:** OAA – Year 4 residential • Take part in outdoor and adventurous activity challenges both individually and within a team Ball skills - multi skills - football, netball, basketball, hockey and badminton (invasion games) • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,	**Term 3:** Gymnastics • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Tennis - tournament play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic	**Term 5:** Dance • Perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Tri-golf **Term 6:** Athletics - Sports day

	rounders and tennis], and apply basic principles suitable for attacking and defending **Term 2:** Multi-Skills	**Term 4:** Swimming/water skills • 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. •	• Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Cricket
Art and DT	**Term 1:**  **Frank Bowling** Painting https://www.tate.org.uk/kids/make/cut-paste/make-amazing-messy-painting ppt about him on Twinkl • 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]	**Term 3:**  **Eileen Agar** Collage: make a collage hat to represent themselves or the topic https://www.tate.org.uk/kids/explore/who-is/who-eileen-agar • 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]	**Term 5:**  **Yayoi Kusama** Drawing Focussing on line, tone, shape and colour. https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama • 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 **<u>Term 2:</u>** DT – **Food:** *Cereal Bar* • 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. • Select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities. • Understand and apply the principles of a healthy and varied diet. • 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. Investigate and analyse a range of existing products	• About great artists, architects and designers in history **<u>Term 4:</u>** DT –**Mechanisms:** *Mechanical Book Page* • 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: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages	• About great artists, architects and designers in history **<u>Term 6:</u>** DT – **Structures**: *Mini-Greenhouse* Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure). • Design: 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 materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate: apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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 Investigate and analyse a range of existing products	
Languages **French** **Lightbulb Languages**	Year 3 - Unit 1,2 – Lightbulb Languages – Greetings and Name Year 4 – Unit 5,6 – Lightbulb Languages – Numbers 0-12, Age	Year 3 – Unit 3,4 – Lightbulb Languages - Family Year 4 – Unit 7,8 – Lightbulb Languages – Le navet enorme, Le fermier dans son pre	Year 3 - Unit 5/6 – Lightbulb Languages – Year 4 curriculum – numbers 0-12, School, France Year 4 – Unit 5,6 – Lightbulb Languages – Number 11-20, Playground games
Music See National curriculum and termly plans.	**Term 1:**	**Term 3:**	**Term 5:**
School themes	Harvest festival Year 4 Bewl Water residential Carol concert Nativity	Swimming	Sports Day

Long term plans 23-24			
Oak Class Years 3 and 4	Cycle B		
Learning Journey	Term 1 and 2 Time Travel	Term 3 and 4 Blue Planet	Term 5 and 6 Art through the ages

Trips/ visits/ federation days	Year 4 residential at Bewl Water	Jack Fuller Federation day: Making things out of recycling Field trip in local area	Federation day: Roman day
English See National curriculum and termly plans. Following the Jane Considine write stuff planning.	**Term 1:** • Year 3 Non-fiction – Holiday Brochure - Skara – Brae by Dawn Finch • Year 4 Narrative – Adventure - Journey by Aaron Becker • Year 5 Narrative – Science fiction - Cosmic by Frank Cottrell Boyce **Term 2:** • Year 3 Poetry – Autumn is here • Year 4 Narrative – Play Script – The plague	**Term 3:** • Year 3 Narrative – Adventure - The Secret of black rock by Joe Todd-Stanton • Year 4 Non-fiction – Balanced argument - Should we feed animals at national parks? by Chris Turnham • Year 4 Narrative – Story - Float by Daniel Miyares • Year 4 Narrative – Mystery – The whale by Ethan and Vita Murrow • Year 3 Narrative - Suspense – Wolves in the walls by Neil Gaiman • Year 3 Narrative – Tragedy - Flood by Alvaro F. Villa **Term 4:** • Year 4 Narrative – mystery - The great chocoplot by Chris Callaghan • Year 4 Non-fiction – Script for a factual tour – Once upon a raindrop by James Carter	**Term 5:** • Year 3 Non-fiction – Explanation – Street beneath my feet by Charlotte Guillain and Yuval Zommer (Science link) • Year 3 Non-fiction – Diary - The journal of Liona – A young slave by Richard Platt • Year 3 Narrative – Myth – Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden **Term 6:** • Year 3 Narrative – Traditional tale - The Magic Paintbrush by Julia Donaldson • Year 4 Poetry – Still I rise by Maya Angelou

		• Year 4 Non-fiction – Biography - Nikola Tesla • Year 4 Non-fiction – Persuasive advert - An alternative to plastic straws - Stroodles • Year 4 Non-fiction – Newspaper report - The creature • Year 3 Narrative – Adventure - The last bear	
Maths See National curriculum and termly plans Following NCETM spines.	**Term 1:** Curriculum prioritisation Year 3 and 4 **Term 2:** Curriculum prioritisation Year 3 and 4	**Term 3:** Curriculum prioritisation Year 3 and 4 **Term 4:** Curriculum prioritisation Year 3 and 4	**Term 5:** Curriculum prioritisation Year 3 and 4 **Term 6:** Curriculum prioritisation Year 3 and 4
Science	**Year 3 Light (Term 1):** ed light in order to see things and that dark cted from surfaces m the sun can be dangerous and that there ir eyes s are formed when the light from a light opaque object y that the size of shadows change **Year 4 Sound (Term 2):** e made, associating some of them with	**Year 4 Living things and their habitats (Term 3):** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	**Year 3 Rocks (Term 5):** • 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. **Year 3 Forces and magnets (Term 6):**

	ns from sounds travel through a medium to the pitch of a sound and features of the the volume of a sound and the strength of duced it get fainter as the distance from the sound	**<u>Year 4 Electricity (Term 4):</u>** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	• compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing

<u>All science should:</u>

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- 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.

<table>
<tr>
<td>Computing

Following STEM Learning Teach Computing Raspberry Pi planning - Year 3</td>
<td>Term 1: Computing systems and networks – Connecting computers
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
Term 2: Creating Media – Stop Frame Animation.
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</td>
<td>Term 3: Programming A – Sequencing sounds
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Term 4 – Data and Information – Branching Databases.
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.</td>
<td>Term 5- Creating media – Desktop publishing.
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Term 6-Programming B -Events and actions in programs.
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</td>
</tr>
<tr>
<td colspan="4"><u>Every term in computing:</u>
E-Safety will be taught to the children.
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>RSE
Following RSE Solution KS2 planning - Year 4 – Cycle B</td>
<td><u>Term 1:</u>
My feelings

<u>Term 2:</u>
My relationships</td>
<td><u>Term 3:</u>
My beliefs.

<u>Term 4:</u>
My rights and responsibilities and asking for help.</td>
<td><u>Term 5:</u>
My body.

<u>Term 6:</u>
Enterprise.</td>
</tr>
</table>

RE Following East Sussex RE Sylabus 2022 planning - Oak Class - Cycle A	**Term 1:** What is it like for someone to follow God? **Term 2:** L2.7 What do Hindus believe that God is like?	**Term 3:** L2.8 What does it mean to be a Hindu in Britain today? **Term 4:** L2.5 Why do Christians call the day Jesus died 'Good Friday'?	**Term 5:** L2.6 For Christians, when Jesus left, what was the impact of Pentecost? **Term 6:** L2.12 How and why do people try to make the world a better place?

History	**Terms 1 and 2:** Changes in Britain from the Stone age to Iron age: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture.	**Terms 3 and 4:** Local history – Battle: ng how several aspects of national history the locality (this can go beyond 1066)	**Terms 5 and 6:** Romans the Roman Empire and its impact on Britain: ed invasion in 55-54 BC AD 42 and the power of its army Claudius and conquest, including Hadrian's xample, Boudica in: sites such as Caerwent and the impact of l beliefs, including early Christianity.
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			
Ongoing geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			
Geography	**Terms 1 and 2:**	**Term 3:**	

	Locational knowledge: • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Locational knowledge: d significance of latitude, longitude, isphere, Southern Hemisphere, the apricorn, Arctic and Antarctic Circle, the dian and time zones (including day and **Term 4:** Geographical skills and fieldwork: a compass, four and six-figure grid d key (including the use of Ordnance heir knowledge of the United Kingdom and e, measure, record and present the atures in the local area using a range of tch maps, plans and graphs, and digital	
All pupils should: • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through • experiences of fieldwork that deepen their understanding of geographical • processes • interpret a range of sources of geographical information, including maps, diagrams, • globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.			
PE	**Term 1:** OAA – Year 4 residential • Take part in outdoor and adventurous activity challenges	**Term 3:** Gymnastics • Develop flexibility, strength, technique, control and balance	**Term 5:** Dance • Perform dances using a range of movement patterns

See National curriculum and termly plans.	both individually and within a team Ball skills - multi skills - football, netball, basketball, hockey and badminton (invasion games) • 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 **Term 2:** Multi-Skills	[for example, through athletics and gymnastics] Tennis - tournament play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic **Term 4:** Swimming/water skills • 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.	• compare their performances with previous ones and demonstrate improvement to achieve their personal best. Tri-golf **Term 6:** Athletics - Sports day • Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Cricket
Art and DT	**Term 1:** DT –**Food: Seasonal Tart** Understand and apply the principles of a healthy and varied diet. • Understand and apply the principles of a healthy and varied diet.	**Term 3:** DT – **Electrical: Torches** Introduce children to various forms of 'Information design' before they are briefed to develop an electric museum display based on the Blue Planet. • Design: Use research and develop design criteria to inform the	**Term 5:** DT – **Textiles: Arty Cushions** • Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

	• 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. **Term 2:**  Cave paintings & fossils **Drawing** Practise different skills: using marks and lines to produce texture and experimenting with adding shading. • 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	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: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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.	pattern pieces and computer-aided design • Make: 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 **Term 6:**  Coins Topic based Sculpture: Clay sculpture focusing on different textures when sculpting the clay. • 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	**Term 4:**  Animal prints Printing: using lino blocks and cutting tools to create a design. • 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 •	example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history
Music Sing Up! See National curriculum and termly plans.	**Term 1:**	**Term 3:**	**Term 5:**
Languages **French**	Year 3 - Unit 1,2 – Lightbulb Languages – Greetings and Name	Year 3 – Unit 3,4 – Lightbulb Languages - Family	Year 3 - Unit 5/6 – Lightbulb Languages – Year 4 curriculum – numbers 0-12, School, France

Lightbulb Languages	Year 4 – Unit 5,6 – Lightbulb Languages – Numbers 0-12, Age	Year 4 – Unit 7,8 – Lightbulb Languages – Le navet enorme, Le fermier dans son pre	Year 4 – Unit 5,6 – Lightbulb Languages – Number 11-20, Playground games
School themes	Harvest festival Year 4 Bewl Water residential Carol concert Nativity	Swimming	Sports Day