

Year 3/4 B - Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Spoken language	<p>Spoken language is developed across the curriculum and underpins the development of reading and writing. When reading aloud to a range of audiences, children should use punctuation to determine intonation and expression.</p>					
	<p>Listen to & discuss a wide range of texts Read aloud their own writing using intonation, tone, volume and action Discuss words that capture the reader's interest Ask questions to improve understanding of texts Understanding of texts Prepare poem and play scripts to read aloud showing understanding through intonation, tone, volume and action Use standard English when speaking aloud</p>					
Reading – word reading	<p>Apply knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words , to include : Dis,mis,in,il,im,ir,ly English Appendix 1 Use knowledge of root words to understand meanings of words Use prefixes to understand meanings e.g. sub-,inter-, anti-,-auto- Use suffixes to understand meanings e.g. –ation, -ous, -tion, -sion, -ssion,-cian Read and understand meaning of words on Y3/4 word list</p>					
Reading-Comprehension	<p>To establish an appreciation and love of reading and to gain knowledge across the curriculum children are encouraged to read fiction and non- fiction to develop knowledge of themselves and the world in which they live. They regularly listen to a novel read aloud by the class teacher.</p>					
	<p>Through guided reading and reciprocal reading children will be taught to do the following: Check the text makes sense, Explain the meaning of words in context, Ask questions to improve their understanding, Draw inferences such as inferring characters' feelings, thought and motives from their actions, Justifying their inferences with evidence from the text, Predicting what will happen from details stated and implied, Identify the main ideas and summarise these and Identify how language, structure and presentation contribute to meaning. Listening to and discussing a range of fiction, poetry, plays, non-fiction Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Evaluating how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams Use dictionaries to check the meaning of words that they have read. Sequencing and discussing the main events in stories Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. Navigating texts in print and on screen Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination Recognising some different forms of poetry e.g. narrative, free verse</p>					

	<p>Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</p>					
<p>Writing Composition</p>	<p>Plan their writing by: Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing Discussing and recording ideas for planning Draft and write: Creating and developing settings and characters for narratives Creating and developing plots based on a model Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said Grouping related material into paragraphs Using headings and sub headings to organise information Evaluate and edit Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing discuss and propose changes to grammar, spelling and punctuation, assess their own and others' writing using success criteria and improve their work following evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences. Essential genres to write : Recount (letter) Instructions (food related- make by linking to D.T objectives) Recipes Newspaper report</p>					
<p>Spelling Y3</p>	<p>Children are to revise words and spelling patterns from recent years. Throughout Year 3, the Year 3 and year 4 common exception words should be an essential aspect of pupils' spelling when writing. These words should be taught repetitively.</p>					
	<p>Words with the long /e/ sound spelt with ei, ey and ai Words with /er/ sound spelt with ear Homophones and near homophones</p>	<p>Creating adverbs using the suffix -ly (no change to root word) (root word ends in 'y' with more than one syllable) (root word ends in 'le') (root word ends in 'ic' or 'al') (exceptions to the rules) Statutory Spelling Challenge Words</p>	<p>Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix mis- Creating negative</p>	<p>Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words</p>	<p>Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning</p>	<p>Words ending in the suffix -al Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Words ending with a /cher/ sound spelt as 'ture' Silent Letters Revision</p>

			Meanings using prefix dis- Words with a /k/ sound spelt with 'ch'			
Spelling Y4	Words with /aw/ spelt with augh and au Adding the prefix in- (meaning not or into) Adding the prefix im (before root words starting with m or p) Adding the prefixes il and ir Homophones and near homophones Words with /shun/ endings spelt 'sion'	Words with a /shuhn/ sound spelt with 'sion' Words with a /shuhn/ sound spelt with 'tion' Words with a /shuhn/ sound spelt 'cian' Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory spelling words	Homophones and near homophones Nouns ending in the suffix -ation Adding the prefix sub – (meaning under) and adding the prefix super – (meaning above) Plural possessive apostrophes	Words spelt with the /s/ sound spelt sc Words with a soft c spelt 'ci' Word families based on common words, showing how words are related in from and meaning Statutory challenge words	Adding the prefix inter – (meaning between or among) Adding the prefix anti – (meaning against) Adding the prefix auto (meaning self or own) Adding the prefix ex- (meaning out) Adding the prefix non- (meaning not) Words ending ar/er	Adding the suffix -ous (No change to root word) (No definitive root word) (Words ending in y) (Words ending in e) Adverbials of frequency and possibility Adverbials of manner
Grammar and Punctuation	Capital letters and full stops Was/were Did/done Mixed skills Saw/seen Fronted adverbials Expanded noun phrases Speech punctuation Pronouns		Speech punctuation Mixed skills Identify determiners Possessive pronouns Apostrophes for singular possession Apostrophes for plural possession Past perfect/present perfect Word class Possessive or plural 's'		Past perfect/present perfect Word class Speech punctuation Mixed skills Standard English A/An Apostrophes for possession	
Handwriting	Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and increase the legibility, consistency and quality of their handwriting.					

Recall and use multiplication and division facts for all multiplication tables to 12

Maths

Number and Place Value

Roman numerals to 100.
 Round to the nearest 10.
 Round to the nearest 100.
 Round to the nearest 1000
 Count in 1,000s, 1,000s, 100s, 10s and 1s.
 Represent numbers to 1,000.
 Find 1, 10, 100 more or less than a given number.
 Partitioning.
 Number line to 1,000 and 10,000.
 1,000 more or less.
 Compare numbers and objects to 1000
 Compare larger numbers
 Order numbers.
 Count in 25s and 50's
 Negative numbers.

Addition and subtraction

Add and subtract multiples of 100.
 Add and subtract 3-digit numbers and ones –not crossing 10.
 Add 3-digit and 1-digit numbers –crossing 10.

Multiplication & Division

Multiplication –equal groups.
 Multiplying by 3.
 Dividing by 3.
 The 3 times-table.
 Multiplying by 4.
 Dividing by 4.
 The 4 times-table.
 Multiplying by 8.
 Dividing by 8.
 The 8 times-table
 Multiply by 10.
 Multiply by 100.
 Divide by 10.
 Divide by 100.
 Multiply by 1 and 0.
 Divide by 1.
 Multiply and divide by 6.
 6 times-table and division facts.
 Multiply and divide by 9.
 9 times-table and division facts.
 Multiply and divide by 7.
 7 times-table and division facts

Multiply and Divide

11 and 12 times-table.
 Multiply 3 numbers.
 Factor pairs.
 Efficient multiplication.
 Written methods.
 Multiply 2-digits by 1 – digit.
 Multiply 3-digits by 1- digit.
 Divide 2-digits by 1- digit
 Correspondence problems
 Comparing statements.
 Related calculations.
 Scaling.
 How many ways?

Measure

Kilometres.
 Measure length.
 Equivalent lengths –m & cm.
 Equivalent lengths – mm & cm.
 Compare lengths.
 Add lengths.
 Subtraction lengths.
 Measure perimeter.
 Calculate perimeter.
 Perimeter on a grid.
 Perimeter of a rectangle.
 Perimeter of rectilinear shapes.
 What is area?
 Counting squares
 Making shapes.
 Comparing area.

Decimals

Recognise tenths and hundredths.
 Tenths as decimals.
 Tenths on a place value grid.
 Tenths on a number line.
 Divide 1 digit by 10.
 Divide 2 digits by 10.
 Hundredths.
 Hundredths as decimals.
 Hundredths on a place value grid.
 Divide 1 or 2 digits by 100.

Measure – Capacity & Mass

Measure mass
 Compare mass.
 Add and subtract mass.
 Measure capacity
 Compare capacity.
 Add and subtract capacity.

Decimals

Make a whole.
 Write decimals.
 Compare decimals.
 Order decimals.
 Round decimals.
 Halves and quarters

Measurement – Money

Pounds and pence.
 Converting pounds and pence.
 Adding money.
 Subtracting money.
 Giving change.
 Ordering amounts of money.
 Using rounding to estimate money.
 Four operations.

Measurement – Time

Months and years.
 Hours in a day.
 Telling the time to 5 minutes.
 Telling the time to the minute.
 AM and PM.
 24 hour clock.
 Finding the duration.
 Comparing the duration.
 Start and end times.
 Measuring time in seconds.
 Hours, minutes and seconds.
 Years, months, weeks and days.

Geometry – Shape

Turns and angles.
 Right angles in shapes.
 Compare angles.
 Draw accurately.
 Horizontal and vertical.
 Parallel and perpendicular.
 Recognise and describe 2D shapes.
 Recognise and describe 3D shapes.
 Make 3D shapes.
 Identify angles.
 Compare and order angles.
 Triangles.
 Quadrilaterals.
 Lines of symmetry.
 Complete a symmetric figure.

Geometry – Position /Direction

Describe position.
 Draw on a grid.
 Move on a grid.
 Describe a movement on a grid.

	<p>Subtract a 1-digit number from a 3-digit number –crossing 10. Add and subtract 3-digit numbers and tens –not crossing 100. Add a 3-digit number and tens –crossing 100. Add and subtract 100s. Spot the pattern – making it explicit. Add and subtract a 2-digit and 3-digit number –not crossing 10 or 100. Add a 2-digit and 3-digit number –crossing 10 or 100. Subtract 2-digit number from a 3-digit number cross the 10 or 100. Add two 3-digit numbers –not crossing 10 or 100. Add two 3-digit numbers –crossing 10 or 100 Subtract a 3 –digit number from a 3-digit number –no exchange. Subtract a 3-digit number from a 3-digit number –exchange. Exchange answers to calculations</p> <p>Add two 4-digit numbers –no exchange. Add two 4-digit numbers –one exchange.</p>		<p><u>Fractions</u> What is a fraction? Unit and non-unit fractions. Making the whole. Tenths. Count in tenths. Tenths as decimals. Fractions of a number line. Fractions of a set of objects Equivalent fractions Fractions greater than 1. Count in fractions. Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. Problem solving – calculate quantities.</p>		<p>Analogue to digital –12 hour. Analogue to digital –24 hour.</p> <p><u>Statistics</u> Pictograms Tables Bar Charts Interpret charts. Comparison, sum and difference. Introducing line graphs. Line graphs.</p>	
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	<p>Add two 4-digit numbers –more than one exchange. Subtract two 4-digit numbers –no exchange. Subtract two 4-digit numbers –one exchange. Subtract two 4-digit numbers –more than one exchange. Efficient subtraction. Estimate answers. Checking strategies.</p> <p>(Addition and subtraction carries over to Autumn 2)</p>					
<p>Throughout Science lessons pupils should ask scientific questions, use observations and knowledge to answer questions, make predictions and set up a fair test or line of enquiry. They should be able to gather, record and present data using diagrams, tables, keys and bar charts. From their investigations pupils should be able to draw conclusions and suggest improvements. Throughout their topic, pupils will learn the scientific vocabulary appropriate to support their learning.</p>						
	<p>Fit for Success</p>	<p>Shining the Light</p>	<p>Habitat helpers</p>	<p>Feasts of Flowers, Fruits and Seeds</p>	<p>This Planet Rocks</p>	<p>Magnetic Games and Fun</p>

<p>Science</p>	<p>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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>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</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Explore the part that flowers play in the life cycle of flowering plants</p>	<p>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</p>	<p>Compare how things move on different surfaces 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 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 two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>
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Topic		Our Linked Learning enquiry curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations. Art and Design are taught alongside these themes to further develop cross-curricular links. ICT, applied Maths and Literacy skills are also developed alongside each enquiry.					
History and Geogrophy		Rainforests incl Mayans	British History Heroes	Coasts	Romans and Italy		
Art and Design	<p>The Maya (planbee) x3 wks Rainforest art (planbee) x3 wks</p>	<p>Insects</p>		<p>Roman art (planbee)</p>			
	<p>1 Explore the mask of Lord Pakal and recreate Mayan masks. 2 Use clay to recreate Mayan artefacts. 3 Recreate the Bonampak murals using pastels and 3D nets.</p>	<p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity To improve mastery of art and design techniques, including drawing in the context of oil pastel and coloured pencil.</p>		<p>1 Make a Roman mosaic inspired by examples the Romans left behind. 2 Investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth. 3 Use clay to create a repro</p>			

	1 Learn and refine techniques to observe and draw animals. 2 Explore the art of Henri Rousseau and replicate some of his work using collage. 3 Design and make an animal mask.		To improve mastery of art and design techniques, including collage in the context of insect mosaic patterns. To learn about great artists, architects and designers in history in the context of Louise Bourgeois and Jennifer Angus To improve mastery of art and design techniques, including collage in the context of insect shadow puppets To improve mastery of art and design techniques, including sculpture in the context of modelling insects. To improve their mastery of art and design techniques in the context of modelling insects			
Design Technology	Bean Bag Frogs		Moving Monsters		Roman Shield and Roman Cooking	
	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 to design, sew and evaluate poison dart frog beanbags.		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 to design, make and evaluate with moving parts. Apply 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]		honeycakes To cook a traditional Roman recipe using ingredients which would have been available to the Romans. - honeycake Roman shields Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design to create a Roman shield. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately to achieve a finished shield that is based on historical research.	
Computing	We are Programmers	We are Bug Fixers	We are Presenters	We are Vloggers	We are Communicators	We are Opinion Pollsters
	Programming an Animation Create an algorithm for an animated scene in the form of a storyboard	Finding and Correcting Bugs in Programmes Develop a number of strategies for finding errors in programs	Videoing Performance Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing	Making and Sharing a short Screen cast Presentation Use a search engine to learn about a new topic plan, design and deliver an interesting and engaging presentation	Communicating Safely on the Internet Develop a basic understanding of how email works Gain skills in using email be aware of broader issues surrounding	Collecting and Analysing Data Understand some elements of survey design Understand some ethical and legal aspects of

	Write a program in Scratch to create the animation Correct mistakes in their animation programs.	Build up resilience and strategies for problem solving increase their knowledge and understanding of Scratch Recognise a number of common types of bug in software.	Edit video, including adding narration and editing clips by setting in/out points Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.	Search for, and evaluate, online images create their own original images Create a screencast video of a narrated presentation Develop their understanding of how the internet, the web and search engines work.	email, including 'netiquette' and online safety Work collaboratively with a remote partner Experience video conferencing	online data collection Use the web to facilitate data collection Gain skills in using charts to analyse data Gain skills in interpreting results.
	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing
PSHCE	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					
	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.					
	Gymnastics Exploration of a range of balance actions and how they are affected by the Principles of Balance. Exploration of transitions into and out of balances. Exploration of performing	Invasion Games To practise and improve football dribbling and passing skills. To apply dribbling and passing skills into small-sided games. To improve dribbling and passing skills and introduce tackling into small-sided games.	Swimming 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]	Hockey Create space react quickly to instructions while implementing general hockey techniques such as holding the stick and safety Different ways of moving the ball and what types of techniques/skills are used to do this	Tennis To develop underarm feeding. To use the ready position. To develop ball control using a tennis racket. To develop hitting the ball using a forehand. To develop returning the ball using a forehand.	Cricket To develop underarm bowling accuracy. To develop batting accuracy and directional batting To develop close catching and wicket-keeping as well as deep field catching

	<p>balances covering different levels and involving small apparatus in the performance of balances. To apply the Principles of Balance to make balances easier or more challenging to control To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances. To link balances covering different levels and to involve a bench in the performance of balances.</p>	<p>Practice and refine the tackling technique and develop the square pass.</p>	<p>Perform safe self-rescue in different water-based situations</p>	<p>Passing skills with team players. Movement in play situations</p>	<p>To develop the backhand and understand when to use it. To work cooperatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.</p>	<p>To develop overarm bowling technique and accuracy To be able to use both the forward defensive shot and the forward drive shot in drill and game situations. To develop a variety of fielding techniques and to use them within a game.</p>
	<p><u>Dance</u> Create and perform short movement phrases showing clear positions of stillness, stepping patterns and interweaving pathways. Create and perform short movement phrases to include snowflake shapes and penguin actions. Create and perform a duo dance phrase communicating a character dance of penguins.</p>	<p><u>Gymnastics</u> Introduction to different types of rotational actions and exploration of rolling actions. Exploration of turning and spinning and changing and travelling in different directions. Exploration of twisting actions performed on different levels with control. Exploration of performing rotational actions at various speeds and improving the performance quality of rotational</p>	<p><u>Dance</u> Perform short movement phrases showing different shapes, contrasting dynamics and levels including travel. Explore spiky star shapes using different body parts and level. Explore travelling in a straight pathway and introduce meet and part. Practice star shapes dance and develop pathways. Introduce jumping and exploding as well as sink and fade.</p>	<p><u>Net Games</u> Ball and racket familiarisation and introducing hitting a moving ball. Further ball and racket familiarisation and introducing hitting a moving ball into a target space. Further practice of hitting a moving ball into a target space and returning to the ready position in the middle of the court.</p>	<p><u>Rounders</u> To throw and catch a ball accurately To develop consistency of throwing skills To develop batting skills To develop a range of fielding techniques To develop an understanding of the rules of rounders</p>	<p><u>Athletics</u> To refine sprinting and running for distance, jumping (long jump) with a 1 step approach and an overarm (javelin) throwing challenge. To refine middle distance running, jumping for height (high jump) and the sling throw (discus) technique. To refine team (relay) running strategy and technique, push throw (shot put) technique, and</p>

	<p>Refine the movement phrase and introduce the idea of penguin huddles and King penguins herding the others.</p> <p>Pupils practise and refine all the sections of the dance, ready for final performance.</p> <p>Pupils practise and refine their final dance performance.</p>	<p>actions.</p> <p>Development of movement phrases to show variation in speed, level and direction and clarity in performance.</p> <p>Remember, improve and perform movement phrases.</p>	<p>Develop lead and follow pathways and introduce the idea of Saturn.</p> <p>Pupils practice and refine all the sections of the dance ready for final performance and learn the final, group part of the dance.</p> <p>Pupils practice and refine their final dance performance.</p>			<p>combining jumps (triple jump). refine running for distance, throwing for distance and accuracy, explore high jumping technique (scissors).</p> <p>To participate and experience an 8 event athletics competition where the best 5 events count – pentathlon.</p>
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RE	L2:3 What is the 'Trinity' and why is it important for Christians?	L2:7 How is faith expressed in Hindu communities and traditions?	L2:2 Why do some people think life is a journey? How and why do people mark the significant events of life?	L2:5 Why do Christians call the day Jesus died 'Good Friday?'	L2:10 For Christians, what was the impact of Pentecost? belief	L2:8 How is faith expressed in Sikh communities and traditions?
	<p>Make sense of belief</p> <p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and the Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Understand the impact</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer,</p>	<p>Make sense of belief</p> <p>Identify the terms '<i>dharma</i>', 'Sanatan Dharma' and 'Hinduism' and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)</p> <p>Understand the impact</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the</p>	<p>Make sense of belief</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Understand the impact</p> <p>Describe what happens in ceremonies of commitment (e.g.</p>	<p>Make sense of belief</p> <p>Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Understand the impact</p>	<p>Make sense of belief □</p> <p>make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</p> <p>Understand the impact</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p>	<p>Make sense of belief</p> <p>Identify and describe key Sikh beliefs and values including Waheguru and <i>Sewa</i></p> <p>Explain examples of texts such as the Mool Mantar</p> <p>Consider questions about the belief that all humans are equal to God</p> <p>Understand the impact</p> <p>Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</p> <p>Describe how people show their Sikh identity in dress, behaviour and values .</p> <p>Make connections</p>

	<p>for example) and in the way they live</p> <p>Make connections Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</p>	<p>mandir; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Make connections Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)</p> <p>Make connections Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p>	<p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make connections Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p>	<p>Make connections Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</p>	<p>Raise questions about what it means to live a good life and examine Sikh answers</p> <p>Make links between their own ideas and values and those held dear in Sikh communities</p> <p>Give good reasons for their views about the importance of values such as equality, community, tradition and respect.</p>
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Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>					
French	<p>Greetings - How are you? Numbers (1-10) Age Classroom Instructions Classroom Language Days of the week</p>	<p>Months of the year Writing the date Christmas A Christmas Play</p>	<p>Colours Where do you live? Numbers (11-31)</p>	<p>Things in my pencil case Classroom Objects Recap of classroom language.</p>	<p>Fruits Foods Song : J'aime les fruits (Alain le Lait) A story in French: Hungry caterpillar/ La chenille qui fait des trous</p>	<p>Body parts Imperatives Jacadi French dance</p>
Enrichment	<p>Soup Making Sports Festival Harvest Festival Apple Pressing Day</p>		<p>Sports Festival Creatives Art Day World Book day Open Classroom Culture Day</p>		<p>Sports Festival Faith Tour Healthy Living Week Whole School Trip Sports Day</p>	