Year 4

Carr Lodge Academy

Programs of Study

Term 1-Ancient Egyptians
Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **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.**

Topic	Program of Study	Subject Knowledge	Vocabulary
Ancient Egyptians	**Forces and Magnets (Y3)** **National Curriculum** Pupils should be taught to: • 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.	Around every magnet is an area where its magnetism can be experienced. This is called the magnetic field. Each magnet has two ends: the north pole and south pole. Magnetic force is strongest at the poles. When two opposite poles (N-S) are placed near each other they will attract; when two like poles (N-N or S-S) are placed near each other they will repel. Only iron, steel and some other rare materials are attracted to magnets. Magnetism is the ability of certain metals, called magnets, to attract or repel other magnets. We call this magnetic attraction or repulsion. Magnets can also attract specific metals (magnetic materials), such as iron, steel, nickel and cobalt, towards them. The area around the magnet that experiences this force is known as its magnetic field. This is strongest around the ends of a magnet, its magnetic poles. The two poles are called the north magnetic pole and south magnetic pole. If two unlike (opposite) poles are placed together, they experience a force of attraction. Like poles – in other words two south poles or two north poles – repel.	**Magnet** **Poles** **Repel** **Attract** **North** **South** **Magnetic** **Force** **Magnetic Field** **Force of Attraction**

	CLA Program of Study • Understand that magnets are materials that produce a magnetic field around them that attracts magnetic materials, such as certain metals. • Know that the magnetic field is strongest at the ends of the magnet, which are known as the north and south poles. • Know that opposite poles of a magnet attract, while like poles repel.		

	Key Assessment Questions
Forces and Magnets	• I can explore and describe how objects move on different surfaces. • I can explain how some forces require contact and some do not, giving examples. • I can explore and explain how objects attract and repel in relation to objects and other magnets. • I can predict whether objects will be magnetic and carry out an enquiry to test this out. • I can describe how magnets work.I can predict whether magnets will attract or repel and give a reason.

Geography

Topic	**Program of Study**	**Subject Knowledge and Suggested Activities**	**Vocabulary**
Ancient Egypt	**KS2 National Curriculum** **Location Knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Geographical Skills and Fieldwork** • use maps, atlases, globes and	**Y4 CLA-Geographical Knowledge** **(Whilst studying specifics of the country Egypt take the opportunity to conduct map work and research around other key basic Geography skills).** • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? **Beyond** • Can they name the counties that make up the home counties of London? Can they name some of the main towns and cities in Yorkshire and Lancashire? **Geographical Skills and Fieldwork** **(Children to carry out a full research project about the Geography of Egypt this could be as part of a 'Come to Egypt' Board of Tourism task where children keep a holiday brochure, video advertisement, PodCast etc about the country- Research specific features of the country: rivers, mountains, main cities, population, language, currency, climate etc. Children to create own maps and use compass points and grid references to locate where specific landmarks are on the map. Can they create an enquiry task for other children to complete using their maps and grid references?)** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Country** **City** **Town** **Capital City** **European Union** **Great Britain** **British Isles** **UK** **Tropic of Cancer** **Tropic of Capricorn** **Continent** **Egypt** **Africa** **Population** **Climate** **Population** **Area** **Currency** **Religion** **Language** **Desert**

	digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Key Information** Egypt is situated in the northeast corner of the Africa. Covering 386,662 square miles, it is almost twice the size of France and the twelfth largest country in Africa. To the north of Egypt is the Mediterranean Sea, to the south is the Sudan, to the west is Libya and to the east of Egypt is the Red Sea. About 95 % of Egypt's population live in the Nile valley and the Nile Delta. Full name-Arab Republic of Egypt Flag-A tricolor of red, white and black, with a golden eagle set in the middle. Capital-Cairo (also the largest city) Population-80,264,543 (2007 estimate) Area-1,001,450 sq. km (386,662 sq. mi) Currency-Egyptian Pound Major Religion-Islam Languages-Arabic (official), English, French. Major Cities-Cairo, Alexandria, Giza Climate-Hot summers and cool winters Size-It is about 1085 km north to south, and 1255 east to west and its total area is approximately 1,001,450 sq. km (386,662 sq. mi). More than 90 percent of Egypt consists of desert areas. The two main deserts in Egypt are: The Libyan Desert (also known as the Western Desert) in the west, a part of the Sahara desert. The Arabian Desert (also called the Eastern Desert), which borders the Red Sea and the Gulf of Suez, in the east. The deserts are separated by the river Nile which flows from the Sudan and through the length of Egypt to the Mediterranean Sea. The river Nile unequally divides the whole country into two parts. What is the Climate like in Egypt? Egypt is one of the hottest and sunniest countries in the world. It receives very little rain. The average temperature in the Nile Valley is over one hundred degrees Fahrenheit (38° C) from May through September. The average temperature in the region during the coldest months of the year is in the sixties (15- 20° C). Egypt has mainly two seasons: A mild winter from November to April. A hot summer from May to October. Temperature-The average annual temperature is 20° C (69° F), reaching a high of 27° C (80° F) in the summer. Temperatures vary widely in the inland desert areas, especially in summer, when they may range from 7° C (44.6° F) at night to 43° C (109° F) during the day. During winter, temperatures in the desert fluctuate less dramatically, but they can be as low as 0° C (32° F) at night and as high as 18° C (64.4° F) during the day. Rainfall- Along the Mediterranean coast, they have an average annual rainfall of about 20 cm. Rainfall decreases rapidly towards the south; Cairo receives on average only 2.5 cm of rain a year, and in many desert locations it may rain only once in several years.	

	Key Assessment Questions
Geographical Knowledge	● I can locate the Tropic of Cancer and the Tropic of Capricorn. ● I can explain the difference between the British Isles, Great Britain and UK.

	• I know the countries that make up the European Union. • I can name up to six cities in the UK and locate them on a map. • I can locate and name some of the main islands that surround the UK. **Beyond** • I can name the counties that make up the home counties of London. • I can name some of the main towns and cities in Yorkshire and Lancashire.
Geographical Skills and Fieldwork	• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world • I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Ancient Egypt	**National Curriculum** **Key stage 2** **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.** **In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Pupils should be taught about:** • changes in Britain from the Stone Age to the Iron Age	**Early Civilisations: Ancient Egypt** **(Children to study the life and culture of the Ancient Egyptians and how they have affected life today. Children to study all aspects of life including housing and homes, culture and society, medicine, education, clothing, food and diet and afterlife. This could be done through a range of teaching strategies to bring to life e.g. Party Planners- learning what food, clothing, buildings etc would be needed in Egyptian times to plan a party/Murder Mystery- There has been a murder at the party! What after life preparations will we need to follow?)** **Knowledge and interpretation** • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? **Beyond** • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? **Historical enquiry** • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? **Beyond** • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?	**Ancient Egypt** **Egyptians** **River Nile** **Africa** **Pyramids** **Farming** **Maths** **Medicine** **Hieroglyphics** **Sakia** **Shaduf** **Papyrus** **Pharaoh** **Mummification** **Afterlife** **Gods**

	• the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • 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 • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	**Key Information** Egypt is a country in Africa. People have lived in that region for thousands and thousands of years – we call them the Ancient Egyptians. They settled around the Nile River, and built pyramids that you can still see there today. The Ancient Egyptians helped us learn a lot about maths, medicine and farming. They also made their own paper out of reeds called papyrus, and wrote using pictures called hieroglyphics. • The Egyptians settled in northeast Africa, and that's where the country of Egypt is today. • They lived in a very dry area, but they got water from the Nile River (the longest river in the world!) so they could grow crops. • Farming techniques to water crops included using machines like the sakia and the shaduf – these are still used in Egypt today. • The Egyptians created paper using reeds, called papyrus. They wrote using pictures called hieroglyphics that stood for different words. • Only certain people studied how to write, and they worked as scribes. • Scribes were ranked in the middle of the order of social groups in Egypt – the pharaoh was at the very top of this list, and slaves were at the very bottom. • The Egyptians build pyramids as places to bury their kings and queens, who were called pharaohs. • The Egyptians were very good at maths – they had to be, to work out how to build pyramids so perfectly! • Both men and women wore make-up. The wealthier people were, the more make-up they'd wear. • Egypt was part of Greece, and then the Roman Empire. When people in Egypt died, they were mummified – this was a long process of preserving the body, and designing a coffin with painted pictures and writing. When the pharaohs (kings and queens) of Egypt died, they were mummified and buried in large stone pyramids. We can still see these pyramids today. The process of mummifying and burying a body was done to help the person travel successfully through the underworld, which would get them to the afterlife and the god Osiris, who was king of the underworld. • When people died, they were mummified – this process took a long time, but it prepared them for the afterlife. • The Egyptians believed that there were many gods who oversaw different parts of life on earth and life after death. It was important that someone was able to reach the afterlife and the god Osiris, so mummification was taken very seriously. • During the mummification process, the internal organs were put into containers called canopic jars. • The pharaohs – the kings and queens of Egypt – were thought to be gods themselves. Some were buried in elaborate tombs called pyramids, though some were buried in underground tombs in the Valley of the Kings. • The pyramids at Giza are the biggest that we can see today, but we have found around 80 pyramids from Ancient Egypt. • Pyramids took a long time to build, so work would start on them while the pharaoh was still alive. • The Egyptians used their knowledge of maths to build pyramids that were shaped well and positioned properly. • Inside pyramids, there were different chambers that held things the king would need in the afterlife. • Pyramids also included shafts that pointed upwards, so the pharaoh's 'ba' (soul) could escape. • We learned about how mummies were made, and what Egyptians believed about the afterlife because of discoveries by archaeologists.	

	Key Assessment Questions
Knowledge and interpretation	• I can explain how events from the past have helped shape our lives. • I appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. • I know that people who lived in the past cooked and travelled differently and used different weapons from ours. • I recognise that the lives of wealthy people were very different from those of poor people. • I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

	Beyond ● I can recognise that people's way of life in the past was dictated by the work they did. ● I appreciate that the food people ate was different because of the availability of different sources of food. ● I appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. ● I appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.
Historical enquiry	● I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. ● I can give more than one reason to support an historical argument. ● I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. **Beyond** ● I can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Egypt	**KS2 National Curriculum** ***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** **Pupils should be taught:** ● 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	**Ancient Egypt** **3D Sculptures (Ancient Egypt tiles- children to design what they would like their Egyptian tile to look like and create annotated designs in their sketchbooks.** **Children to then make cardboard versions of their tile (using layers of cardboard to build up the different features of their design e.g. more layers of cardboard for features they want to stand out more.) The cardboard template would then be used to create a mould and the mould used to then create plaster of paris tiles.** **Children to make records throughout the process of their adaptations and findings from research as well as evaluation of the final product).** **3D/Textiles** ● Do they experiment with and combine materials and processes to design and make 3D form? ● Can they experiment with casting methods? ● Can they begin to sculpt clay and other mouldable materials? **Sketchbooks** ● Do they use their sketch books to adapt and improve their original ideas? ● Do they keep notes about the purpose of their work in their sketchbooks? **Hieroglyphics/Egyptian Tomb Drawings** **(Investigate and research the history behind Hieroglyphics and decoration of Egyptian tombs. Use sketchbooks to details findings regarding reasons for decorations and the meanings of different symbols. Children to experiment with line and form in the sketchbooks to buildup of skills eventually leading to drawing their own sketch of a tomb with detailed create their own examples of Hieroglyphics in a Hieroglyphic decoration)** **Drawing** • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?





		Painting • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? **Knowledge** ● Can they explain art from other periods of history?

	Key Assessment Questions
3D/Textiles	● I can experiment with and combine materials and processes to design and make 3D form. ● I can experiment with casting methods. ● I can begin to sculpt clay and other mouldable materials.
Sketchbooks	● I use my sketchbook to adapt and improve my original ideas. ● I keep notes about the purpose of my work in my sketchbooks.
Drawing	● I can identify and draw simple objects, and use marks and lines to produce texture. ● I successfully use shading to create mood and feeling. ● I organise line, tone, shape and colour to represent figures and forms in movement. ● I can show reflections. ● I can explain why I have chosen specific materials to draw with.
Painting	● I can create all the colours I need. ● I can create mood in my paintings. ● I successfully use shading to create mood and feeling.
Knowledge	● I can explain art from other periods of history.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Egypt	**National Curriculum** **When designing and making, pupils should be taught to:** **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**	**Mechanisms (design and make an Egyptian Shaduf)** **(In History children will have researched how the Egyptians used a Shaduf to raise water from reservoirs. You may also want to look at other mechanical devices the Egyptians used to make building work easier. Children to study the mechanics behind creating a shaduf and practise using straws before designing their own wooden mechanical working shaduf. In their topic books children will layout labelled designs explaining the materials and tools they will need and the steps they will take. Children will also evaluate the effectiveness of their final products.)** **TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:** **Developing, planning and communicating ideas** ● Can they come up with at least one idea about how to create their product? ● Do they take account of the ideas of others when designing? ● Can they produce a plan and explain it to others? ● Can they suggest some improvements and say what was good and not so good about their original design? 

	• 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 • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	**Working with tools, equipment, materials and components to make quality products** • Can they tell if their finished product is going to be good quality? • Are they conscience of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? • Do they work at their product even though their original idea might not have worked? **Evaluating processes and products** • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both appearance and the way it works? • Do they take time to consider how they could have made their idea better? **SPECIFIC SKILLS TO THIS TOPIC:** **Stiff and flexible sheet materials** • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong?

	Key Assessment Questions
Ancient Egypt	**Stiff and flexible sheet materials** • I can measure carefully so as to make sure I have not made mistakes. • I can explain how I have attempted to make my product strong.
	Electrical and mechanical components (Y3) • I can select the most appropriate tools and techniques to use for a given task. • I can make a product which uses mechanical components. • I can use a number of components.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Egypt	**National Curriculum** **Pupils should be taught to:**	**We are software developers-(Create a Egyptian maze/tomb game)** • To design an interactive educational game. • To develop an interactive educational game. • To put Scratch blocks in the right order.

	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• To use the if/then/else block correctly. • To use the random number block and use variables to work out the score • To include sound in my game. • To correct mistakes in my game. • To plan my own way to program my game. • To use a countdown timer. • To use the mouse to control my game. • To explain how the algorithm of my game works. **E-Safety** We are software developers. The pupils need to consider copyright when sourcing images or media for their programs and/or uploading their own work to the Scratch community site. Searching for content for their programs or viewing others' games also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.
		We are toy designers • To design a toy with computer-controlled input and output. • To write a program to show how my toy would produce output. • To use Scratch to test how input and output would work in my toy. • To use Scratch to work out why my toy may not work as expected. • To use Scratch to create a version of my toy with computer-controlled input and output. • To use Scratch to create a version of my toy using both mouse and keyboard input • To find and correct 'bugs' in my program. • To be able to explain how I find and correct 'bugs' in my program. • To be able to work out ways around problems by breaking them into smaller steps. **E-Safety** We are toy designers. The pupils again need to think carefully about copyright in sourcing images and other media for their toy prototypes and presentations, or if uploading their own work to the Scratch community. If the pupils do participate in the online Scratch community, they should think through how to do so in a safe and responsible manner, and should obtain their parents' consent. If the pupils link their programs to hardware, they need to take care to work safely with a range of tools and electronic equipment.

	Key Assessment Questions
Software Developers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Toy Designers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Egypt	**National Curriculum** **Pupils should be taught to:** ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music 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 from different traditions and from great composers and musicians ● develop an understanding of the history of music. **CLA Program of Study:** **Performing** ● Can they perform a simple part rhythmically? ● Can they sing songs from memory with accurate pitch? ● Can they improvise using repeated patterns? **Composing** ● Can they use notations to record and interpret sequences of pitches? ● Can they use standard notation? ● Can they use notations to record compositions in a small group or on their own? ● Can they use their notation in a performance? **Appraising** ● Can they explain the place of silence and say what effect it has? ● Can they start to identify the character of a piece of music? ● Can they describe and identify the different purposes of music? ● Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	**Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Mamma Mia-ABBA** **Suggested Links-** Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance. **Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Five Gold Rings- Christmas** **Suggested Links-** Christmas

	Key Assessment Questions
Mamma Mia	**Performing**

Five Gold Rings	• I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. **Composing** • I can use notations to record and interpret sequences of pitches. • I can use standard notation. • I can use notations to record compositions in a small group or on my own. • I can use my notation in a performance. **Appraising** • I can explain the place of silence and say what effect it has. • I can start to identify the character of a piece of music. • I can describe and identify the different purposes of music. • I can begin to identify with the style of work of Beethoven, Mozart and Elgar.

R.E.

Topic	Program of Study
Buddhism	**Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.** ***The areas of Enquiry are as follows:*** ***A. beliefs, teachings and sources*** ***B. practices and ways of life*** ***C. forms of expressing meaning*** ***D. identity, diversity, belonging*** ***E. meaning, purpose and truth*** ***F. values and commitments*** **Term 1a-Buddhism** ★ **Theme/Concept:** The life of the Buddha ★ **Enquiry Question:** Is it possible for everyone to be happy? ★ **SMSC**- Spiritual, Social ★ **British Values-**Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	**Term 1b-Christianity** ★ **Theme/Concept:** Christmas-Incarnation ★ **Enquiry Question:** What is the most significant part of the Nativity story for Christians today? ★ **SMSC**- Spiritual, Cultural ★ **British Values-**Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 1A	**Is it possible for everyone to be happy?**
	WORKING TOWARDS I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can start to explain why Siddhattha was unhappy even though he was a prince.
	Year 4 expectation WORKING AT I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.
	WORKING BEYOND I can give an opinion on whether helping other people to be happy might make me happy also. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.

	Key Assessment Questions
Term 1B	**What is the most significant part of the Nativity story for Christians today?**
	WORKING TOWARDS I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.
	Year 4 Expectation WORKING AT I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.
	WORKING BEYOND I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Ancient Egypt	**Philosophy for Children – The Process** ● **Warm-up -**Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● **Presentation of stimulus -**Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● **Thinking time/conversation-** Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● **Formulation of questions-** In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● **Airing of questions-**Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● **Selection (voting)-** A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● **First words-**The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● **Building-**From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● **Final thoughts-** A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. **Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:** ★ **Why did the Egyptians believe in reincarnation?** ★ **Is reincarnation possible?** **As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.**

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Egypt	**National Curriculum-KS2** **Pupils should be taught to:** ● **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**	**Using the La Jolie Ronde Year 4 Program of Study for FRENCH- using songs, games and resources from the program. The main focus is still on developing oral skills in Year 4, however flashcards are used so children can see the written form of words and begin to see spelling patterns. They will also start to write some words and phrases.** **The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period.**

	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 how these differ from or are similar to English.	Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week. ★ Lesson One- Part 1 and 2- Revision of colours ★ Lesson One-Part 3 and 4- Revision of colours ★ Lesson Two- Part 1 and 2-Parts of the body and adjectives ★ Lesson Two-Part 3 and 4- Parts of the body and adjectives ★ Lesson Three-Part 1 and 2- Asking for translations ★ Lesson Three-Part 3 and 4- Asking for translations ★ Lesson Four-Part 1 and 2- Zoo animals ★ Lesson Four-Part 3 and 4- Zoo animals ★ Lesson Five-Part 1 and 2- Verbs- To be- He is-She is ★ Lesson Five-Part 3 and 4- Verbs- To be- He is-She is ★ Christmas 1-Christmas Theme-Parts of body ★ Christmas 2-Christmas Song

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Egypt	National Curriculum 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. Pupils should be taught to: • 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	The Real P.E. Program of Study is used to teach children the core principles of P.E. It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE. ★ Unit 1: Cardio -Coordination Basket Ball/Static Balance ★ Unit 2: Cardio -Dynamic Balance Multi skills/Static Balance (seated) *Traditional Egyptian Funeral March

Term 2-Where in the World?-Africa and Transport
Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **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.**

Topic	Program of Study	Subject Knowledge	Vocabulary
Transport-Where in the World? **Africa** **Railway** **Airports** **Buses** **Trolley Buses**	**Sound** **National Curriculum** Pupils should be taught to: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it	**What is Sound?** All sounds are caused by vibrations. Without a vibration there is no sound. These vibrations travel out from the sound source in all directions. Sound is a type of energy that can be heard. Sounds are produced by vibrations that are transmitted from their source in all directions in the form of compression waves (also known as longitudinal waves). Sound waves need a medium through which to travel. They cannot travel through a vacuum because there are no molecules to vibrate and pass on the energy. Sound waves carry energy from one place to another by moving the medium they travel through in a regular way. The waves move the medium by compressing molecules together and then spreading them apart. The energy travels in the same direction as the movement of the wave itself.	**Sound** **Vibration** **Energy** **Direction** **Travel** **Longitudinal waves** **Transmitted** **Molecules** **High** **Low** **Frequency** **Pitch** **Volume** **Solids** **Liquids** **Gases**

	• recognise that sounds get fainter as the distance from the sound source increases **CLA Program of Study** **What is Sound?** • Understand that sound is a form of energy. • Know that sound is caused by the vibration of molecules. • Know that the qualities of this vibration affect the features of the sound produced. **Changing Pitch** • Be able to describe the term "pitch" in relation to sound. • Understand that changes in the vibrations creating sound waves can affect the pitch of a sound. • Be familiar with the term "frequency", which is a measure of how many vibrations are created by a sound source every second. **How does Sound Travel?** • Understand that sounds travel as waves – known as compression waves. • Appreciate that sounds can only travel through a medium: a solid, a liquid or a gas. • Know that sound waves cannot travel in a vacuum. • Know that sound travels in all directions.	**Changing Pitch** The pitch of a sound refers to whether it is perceived as high or low in tone. The children should understand the concept of singing high or low notes at this stage. Pitch depends on how frequently the vibrations are made by the source. They should also consider the ways that the frequency can be changed in certain instruments. The pitch of a sound depends on the frequency of the vibration producing it. When a material vibrates just a few times per second, it produces low frequency, low-pitched notes. When a material vibrates at a faster rate per second, it produces high frequency, high-pitched notes. The pitch of a particular instrument can be affected by a number of variables. In stringed instruments these variables include the thickness, length and tightness of a string. In wind instruments, the length and volume of the air column affect pitch. **How does Sound Travel?** Sound energy travels in waves from its source through a range of different mediums, including solids, liquids and gases. Sound is unable to travel through a vacuum, as there are no molecules to vibrate and carry the sound energy. The type of medium affects the speed of sound. Sounds travel fastest through solids as the molecules are close together. In air, the speed of sound is around 340 metres per second. If an object travels faster than the speed of sound, it creates a loud explosive noise called a sonic boom. This is because an object creates sound waves in front of it as it moves. As it gets faster, these waves are forced together into one big wave, creating the "boom".	**Sonic boom**
	Electricity **National Curriculum** Pupils should be taught to: • 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	**Series and Parallel Circuits** When components are connected in a series circuit, the same amount of current flows through each component and the energy is shared between them. If a parallel circuit is created, the current can flow through different paths, which can be independently controlled. Electricity is a form of energy that is used to make many machines work. It creates light, heat, sound and movement. Electricity is made when electrons, found inside all atoms, are able to flow through materials. Materials that allow electricity to flow through them easily are called conductors. Metals are good conductors. This is because their electrons are able to flow freely.	**Components** **Series circuit** **Parallel circuit** **Current** **Energy** **Light** **Heat** **Sound** **Movement** **Electrons**

	• 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 **CLA Program of Study** **Series and Parallel Circuits** • Understand that a series circuit is created when all components are connected in a single loop. • Understand that in a parallel circuit current can flow through different paths at the same time. • Recognise that a short circuit is created when one path of a circuit contains no resistance. **Conductors and Dangers of Electricity** • Understand that materials that allow electricity to flow easily are called conductors. • Understand that materials that do not let electricity flow through them are called insulators. • Know that metals are good conductors of electricity due to their free electrons. • Know that most non-metals are electrical insulators because they do not have free electrons. • Know that lightning is caused by static electricity and is dangerous.	Materials that resist the flow of electricity are called insulators. These are mostly non-metals, such as rubber and plastic. Their electrons cannot flow freely. Some non-metals can conduct electricity, for example water and graphite (used in pencils). The flow of electricity around a circuit is called a current. The circuit must be complete in order for this to happen. We can use mains electricity to provide the "push" or voltage to create a flow of electricity; a cell or battery can also be used. Once the chemicals in a battery have been used up, it becomes "flat". To enable people across the world to understand circuit diagrams, an accepted set of circuit symbols is used to recognise the components (parts) required in a circuit. Altering the number or voltage of batteries in a circuit affects the amount of energy available. For example, light bulbs become brighter and motors are able to spin faster when more energy is available. The direction in which a component is connected in a circuit can be important. This is because some components only allow electricity to flow through them in one direction. Resistors are components that regulate the flow of current in a circuit. A series circuit contains components connected in a single loop. The current flowing through each component is the same and energy is shared evenly between them. As more components are added, each component will receive less energy. In a parallel circuit, a current can flow through different paths, containing different components, at the same time. Every component creates some resistance to the flow of electricity, which produces heat and reduces the current flow. A short circuit occurs when one path contains no components, making it an easy route for electricity to flow through (the path of least resistance). **Conductors and Dangers of Electricity** All metals conduct electricity. This means that their electrons are able to flow freely from atom to atom. Electrical insulators are always non-metals, and most non-metals are insulators because their electrons cannot flow freely. There are some non-metals, however, that can conduct electricity, such as water. Non-metallic materials may transfer electrons from their atoms through friction, creating static electricity. Large static charges sometimes build up in clouds. This can cause lightning, as electricity flows from the clouds to the Earth.	**Atoms** **Conductors** **Insulators** **Voltage** **Cell** **Battery** **Symbol** **Resistors**

	Key Assessment Questions
Sound	• I can describe how sound is made • .I can explain how sound travels from a source to our ears. • I can explain the place of vibration in hearing. • I can explore the correlation between pitch and the object producing a sound. • I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. • I can describe what happens to a sound as it travels away from its source.

Electricity	• I can identify and name appliances that require electricity to function. • I can construct a series circuit. • I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). • I can draw a circuit diagram. • I can predict and test whether a lamp will light within a circuit. • I can describe the function of a switch in a circuit. • I can describe the difference between a conductor and insulators; giving examples of each.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Transport-Where in the World-Africa	**KS2 National Curriculum** **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Geography** • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Y4 CLA -Place Knowledge** • Can they understand geographical similarities and differences through the study of a country in Africa? • Can they use sources to find key facts about the African Continent- rivers, mountains, countries, climate, language etc? **Physical Geography** **(Use political and topographical maps to find out about Kenya or Uganda. Use the maps to identify particular areas/places and discuss the pros and cons of the different maps. Study and research life in an African village and compare with own life. Create own maps of an African village label key features.)** • Can they describe the main features of a country in Africa? • Can they describe the main features of an African village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? **Human Geography** **(Research issues around clean and sanitised water in rural african villages. What do children think about this situation? What are the potential problems and solutions?)** • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? **Beyond** Can they explain how people are trying to manage their environment? **Key Information** The African continent is located mainly in the Eastern hemisphere and to the major part in the Northern hemisphere. Africa, which covers over 30 million square kilometres, is bigger than the USA, Canada and India together. There are 54 countries in Africa - and 9 territories -with a total of more than 1.1 billion people living on the continent, which is 15% of the world's total population. A political map shows boundaries of countries whereas a topographic map indicates features of physical geography. Longest River: Nile (6,852metres/4,258miles). The Nile is the longest river in the world. The Nile has two sources: The White Nile coming from Lake Victoria in Tanzania and the Blue Nile coming from Lake Tana in Ethiopia. The river mouth is in Egypt. The confluence in Khartoum/Sudan. Highest Mountain: Mt Kilimanjaro in Tanzania. The highest peak of the mountain 'Kibo Peak', also called 'Uhuru Peak', (4,895metres/16,060ft) is located in the Tanzanian highlands. Mount Kilimanjaro - highest mountain in Africa Kilimanjaro - Highest Mountain in Africa	**Continent** **River** **Mountain** **Country** **City** **Village** **Climate** **Language** **Environment** **Eastern Hemisphere** **Northern Hemisphere** **Territories** **Population** **Topographic** **Political** **Indigenous people**

		Biggest Lake: Lake Victoria (bordering Uganda, Tanzania and Kenya) is also the world's second largest freshwater lake. Only Lake Superior in North America is bigger! Driest Place: The Sahara in northern Africa is the largest hot desert in the world. The climate is extremely dry (arid) in this region. People of Africa: There are more than 3,000 different groups of indigenous people living in Africa. They have their own language and culture. The majority of Africans is poor. The poorest countries are the DRC (Democratic Republic of Congo) and Zimbabwe. Among the most developed and richest countries are the Seychelles, Libya, Mauritius, Algeria, Egypt, Botswana, Namibia and South Africa. Languages in Africa: It is estimated that about 2,000 different languages are spoken on the African continent! Many Africans speak several African languages and also often another 'European' language. In many countries, people speak English, French or Portuguese as an additional language, as these languages are often used in communication and business. English is widely spoken in Africa as many countries were formerly British colonies. Arabic, the language spoken in northern Africa, is also used as official language.	

	Key Assessment Questions
Place Knowledge	• I can explain geographical similarities and differences through the study of a country in Africa. • I can use sources to find key facts about the African Continent- rivers, mountains, countries, climate, language etc
Physical Geography	• I can describe the main features of a country in Africa. • I can describe the main features of an African village. • I can describe the main physical differences between cities and villages. • I can use appropriate symbols to represent different physical features on a map.
Human Geography	• I can find different views about an environmental issue and share my opinion. • I can suggest different ways that a locality could be changed and improved. **Beyond** I can explain how people are trying to manage their environment?

History

Topic	**Program of Study**	**Subject Knowledge and Suggested Activities**	**Vocabulary**
Transport-Where in the World-Africa	**National Curriculum** **Key stage 2** **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**	**History of Travel within Doncaster- children to visit a range of transport locations within Doncaster to support their learning on the history of transport these could include: Doncaster Rail College, Doncaster Airport, Doncaster Trolleybus Museum. How has travel changed people's lives? Does this change how and where people work? What does a good transport link do for the economy? Was transport available to everyone? How has Doncaster changed due to the changes in transportation throughout History? Where do the different developments in transport place on a timeline?** **Chronological understanding** • Can they plot recent history on a timeline using centuries? **Knowledge and interpretation** • Can they explain how events from the past have helped shape our lives?	**Timeline** **Century** **Era** **Time period** **Time scale** **Key Event** **Transport** **Railways** **Trains** **Trolleybus** **Aviation** **Romans** **Normans**

	organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. **In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Pupils should be taught about:** ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality ● 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 ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	● ● Do they know that people who lived in the past travelled differently? ● Do they recognise that the lives of wealthy people were very different from those of poor people? **Beyond** ● Can they recognise that people's way of life in the past was dictated by the work they did? **Historical enquiry** ● Can they research two versions of an event and say how they differ? ● Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? ● Can they give more than one reason to support an historical argument? ● Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? **Beyond** ● Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? **Key Information** The Romans first settled here in around the late AD40s and in AD71 founded a fort at Danum, present day Doncaster. The main Roman road northwards came through the town and this has played an important role in the development of Doncaster through the centuries. The Roman road became the Great North Road, eventually the A1, and the main route from London to York and Edinburgh. In the days of the stagecoach many inns flourished and naturally required stabling for horses. Many of these coaching inns survive such as the Salutation Inn or the Crown in Bawtry. Perhaps not surprisingly horseracing developed as early as the 16th century and the oldest regulated horse race in the world, the Doncaster Gold Cup, was first run in 1766. Just ten years later the St Leger Stakes was run at Doncaster Racecourse for the first time and it remains the oldest Classic race in the world. The Normans built fine castles and two survive in Doncaster; at Conisbrough and Tickhill. Many fine buildings were built in the Georgian and Regency era, including the Mansion House, which was opened in 1749 and is one of only three Mansion Houses in England. With Doncaster already established on the main north-south route the town was a natural choice for the main railway route to the north. In 1852 the Great Northern Railway opened their Locomotive and Carriage Buildings Works, where Flying Scotsman and Mallard would be designed and built many years later. One of the founding Pilgrim Fathers, William Bradford, was born within the Borough and the very first governor of the Plymouth Colony, John Carver, is believed to have been born in Doncaster. With nearly 2,000 years of history it's not surprising that there is so much to discover about Doncaster's heritage! **Rail** The very first locomotive works were established in the heart of the town centre in 1853 by the Great Northern Railway, transforming Doncaster from a peaceful Georgian market town into an engineering superpower. Over the years many of the great names in railway design have been based in Doncaster. Patrick Stirling designed the famous Stirling Singles which were built in the Doncaster Works. His recently restored grave can be seen in Hyde Park Cemetery in Doncaster.	**AD** **BC** **Mallard**

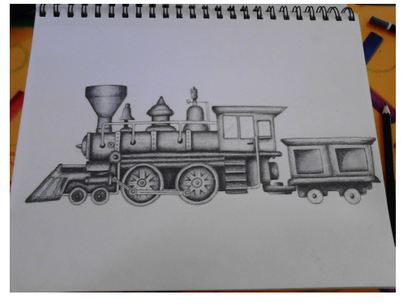
		Guided walks by the Friends of Hyde Park Cemetery tell about Stirling's life as well as the many other railway workers who are buried there. In 1923 as the railway companies were rationalised, Doncaster became the main design centre for LNER. Engineering genius Sir Nigel Gresley, Chief Mechanical Engineer at the Doncaster Works, designed Flying Scotsman which was exhibited at the British Empire Exhibition to represent the new LNER company. Flying Scotsman went on to become the first locomotive in the world to reach 100mph. In the 1930s Gresley designed a new class of streamlined A4 locomotives, which were also built in Doncaster, and chose one of them, Mallard, to chase the world speed record for a steam locomotive in 1938. Mallard reached 126mph – a record which remains to this day – and in 2013 Mallard returned to the town where she was built to celebrate the 75th anniversary of that record. Doncaster remains an important railway town to this day and was chosen to be the site of the new National College for High Speed Rail. **Aviation** The first ever aviation meeting in Britain took place at Doncaster Racecourse. Tens of thousands gathered to see the strange early aircraft take to the skies. A replica of the Bleriot monoplane from these 1909 displays can be seen at the South Yorkshire Aircraft Museum at Lakeside in Doncaster on the site of what was RAF Doncaster. An early airport was opened in the 1930s opposite Doncaster Racecourse and several RAF stations were opened including Finningley and Bawtry. RAF Bawtry, located in Bawtry Hall, was headquarters to Bomber Command during the Second World War while RAF Finningley played a crucial role during the Cold War as base for Britain's atomic bombers including Avro Vulcan bombers. Today visitors can see much of Doncaster's aviation heritage at the South Yorkshire Aircraft Museum and the last flying Vulcan bomber in the world, XH558, is once again based at former air base RAF Finningley, which is now Britain's newest international airport, Doncaster Sheffield Airport.	

	Key Assessment Questions
Chronological understanding	• I can plot recent history on a timeline using centuries.
Knowledge and interpretation	• I can explain how events from the past have helped shape our lives. • I know that people who lived in the past travelled differently. • I recognise that the lives of wealthy people were very different from those of poor people. **Beyond** • I can recognise that people's way of life in the past was dictated by the work they did.
Historical enquiry	• I can research two versions of an event and say how they differ. • I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings. • I can give more than one reason to support an historical argument. • I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. **Beyond**

	• I can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.

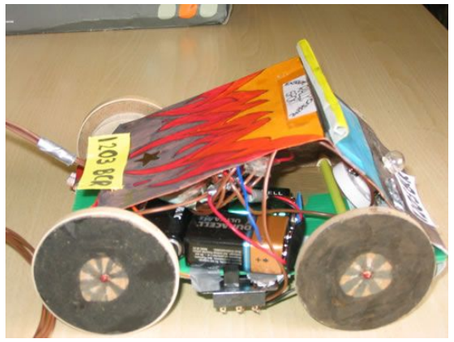
Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Transport-Where in the World-Africa	KS2 National Curriculum ***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** **Pupils should be taught:** • 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	**Africa** **Printmaking/Textiles/Sewing- African Bag** **(Children to use create an enquiry into African designs and patterns and the meanings behind these. Make notes and annotations of different African patterns in their sketchbooks.** **Children to then design and create their own pattern which they will carve into a lino printing block, which they will print onto fabric, test on paper the pattern and over laying of colours to build up the pattern.)** **(African Bag children to then design a simple bag in their sketchbooks; labelling in detail the types of stitching they will use for different parts of the bag.** **Create bag applying their sewing skills- photo evidence of the process. Children to evaluate their final product in the sketchbooks-** **Enterprise- could they be sold once completed to raise money for an African charity?)** **Printing** • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? **Sewing** • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? • Can they use early textile and sewing skills as part of a project? **3D Drawing Mallard trains** **(Visit Doncaster Rail College or the Railway/Trolleybus Museum- children to create detailed sketches of the trains or trolley buses they see.** **Work on sketching techniques in the build up to the visit developing shading, reflections, line and form and showing movement in their sketchbooks.)** **Drawing** • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?



	Key Assessment Questions
Printing	• I can print using at least four colours. • I can create an accurate print design • I can print onto different materials.
Sewing	• I can use more than one type of stitch. • I can join fabric together to form a quilt using padding. • I can use sewing to add detail to a piece of work. • I can add texture to a piece of work. • I can use early textile and sewing skills as part of a project.
Drawing	• I can identify and draw simple objects, and use marks and lines to produce texture. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can show reflections. • I can explain why I have chosen specific materials to draw with.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Africa-Transport	**National Curriculum** **When designing and making, pupils should be taught to:** **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	**Electrical (design and make a product that can be controlled by a switch)** **(Children to research, design, make and evaluate their own electrical moving vehicle. Children to learn the processes of building electrical circuits as well as designing a structure that will be suitable for the type of vehicle they wish to create. Children to create a range of designs and prototypes. Children need to label their designs carefully explaining their choices for material and equipment. They will then need to evaluate their final designs on strengths and areas for development).** **Food Technology-Children to research the different types of food traditional with African culture. They can then use this information to design, make and evaluate an African meal. Paying particular attention to food hygiene and using equipment safely.**  **TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:** **Developing, planning and communicating ideas** • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design? **Working with tools, equipment, materials and components to make quality products** • Can they tell if their finished product is going to be good quality? • Are they conscience of the need to produce something that will be liked by others?

	• 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 • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	• Can they show a good level of expertise when using a range of tools and equipment? • Do they work at their product even though their original idea might not have worked? **Evaluating processes and products** • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both appearance and the way it works? • Do they take time to consider how they could have made their idea better? **SPECIFIC SKILLS TO THIS TOPIC:** **Electrical (design and make a product that can be controlled by a switch)** **Electrical and mechanical components** • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas? **Stiff and flexible sheet materials** • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong? **Mouldable materials** • Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience? **Food Technology (design and make food from around the world)** **Cooking and nutrition** • Do they know what to do to be hygienic and safe? • Have they thought what they can do to present their product in an interesting way?

	Key Assessment Questions
Africa/Transport	**Electrical (design and make a product that can be controlled by a switch)** **Electrical and mechanical components** • I can add things to my circuits. • I can alter my product after checking it. • I can try out new and different ideas.
	Stiff and flexible sheet materials • I can measure carefully so as to make sure I have not made mistakes. • I can explain how I have attempted to make my product strong.
	Mouldable materials

	• I can use a range of advanced techniques to shape and mould. • I use finishing techniques, showing an awareness of audience.
	Food Technology (design and make food from around the world) **Cooking and nutrition** • I know what to do to be hygienic and safe. • I have thought what I can do to present my product in an interesting way.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Transport-Where in the World-Africa	**National Curriculum** **Pupils should be taught to:** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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	**We are musicians (Use software to create a piece of African inspired music)** • To use sequencing software to create a piece of music. • To record my own sound samples • To mix sound samples to create a piece of music. • To export the file of my piece of music in a standard compressed format. • To edit sound samples. • To work on and make my piece of music better. • To edit my final piece of music. • To use software that uses staff notation. • To compare creating a piece of music to creating a program. • To explain how technology can be used to create music. • To explain how people listen to and buy music through technology. • To respect other people's copyright. **E-Safety** We are musicians. The pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files. There's an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music.
		We are HTML editors • To use some HTML tags. • To edit the HTML for a web page. • To create web pages that keep another person's details private • To explain the parts of a URL. • To use the … tag correctly. • To create a web page by writing HTML. • To use the <img/> and <iframe>…</iframe> tags. • To see how the internet and the web are different. • To see that web pages are written in HTML. • To see how important links are for the web. • To be safe and responsible when I create a web page. • To show that I understand how HTTP works. • To show that I know about the history of the web **E-Safety**

	data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	We are HTML editors. The pupils learn how easy it is to create content for the web. The unit provides an opportunity to address some of the risks of using the web, and how pupils could best keep themselves safe while doing so. They learn how easily web pages can be modified, which provides an opportunity to consider the reliability of web-based content.

	Key Assessment Questions
Musicians	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
HTML Editors	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	**Program of Study**	**Subject Knowledge and Suggested Activities**
Africa-Where in the World? Transport	**National Curriculum** **Pupils should be taught to:** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music 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 from different traditions and from great composers and musicians • develop an understanding of the history of music. **CLA Program of Study:** **Performing** • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? **Composing** • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own?	**Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Glockenspiel Stage 3- Learning basic instrumental skills by playing tunes in varying styles** **Suggested Links-** Introduction to the language of music, theory and composition. **Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Benjamin Britten-Cuckoo!-Benjamin Britten (Western Classical music), Folk, Big Band Jazz** **Suggested Links-** Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Jazz and Folk music.

	• Can they use their notation in a performance? **Appraising** • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	

	Key Assessment Questions
Glockenspiel Stage 3 **Benjamin Britten-Cuckoo!**	**Performing** • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. **Composing** • I can use notations to record and interpret sequences of pitches. • I can use standard notation. • I can use notations to record compositions in a small group or on my own. • I can use my notation in a performance. **Appraising** • I can explain the place of silence and say what effect it has. • I can start to identify the character of a piece of music. • I can describe and identify the different purposes of music. • I can begin to identify with the style of work of Beethoven, Mozart and Elgar.

R.E.

Topic	**Program of Study**
Buddhism	**Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.** ***The areas of Enquiry are as follows:*** ***A. beliefs, teachings and sources*** ***B. practices and ways of life*** ***C. forms of expressing meaning*** ***D. identity, diversity, belonging*** ***E. meaning, purpose and truth*** ***F. values and commitments*** **Term 2a-Buddhism** ★ **Theme/Concept:** God/Creation ★ **Enquiry Question:** Does God want Christians to look after the world?

	★ **SMSC**- Spiritual, Moral ★ **British Values-**Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	**Term 2b-Christianity** ★ **Theme/Concept:** God/Creation ★ **Enquiry Question:** Does God want Christians to look after the world? ★ **SMSC**- Spiritual, Moral ★ **British Values-**Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 2A	**Could the Buddha's teachings make the world a better place?**
	WORKING TOWARDS I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.
	Year 4 expectation WORKING AT I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.
	WORKING BEYOND I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.

	Key Assessment Questions
Term 2B	**Is forgiveness always possible for Christians?**
	WORKING TOWARDS I can talk about how easy it is to forgive some people sometimes, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.
	Year 4 Expectation WORKING AT

	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.
	WORKING BEYOND I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Africa-Transport	**Philosophy for Children – The Process** ● **Warm-up -**Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● **Presentation of stimulus -**Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● **Thinking time/conversation-** Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● **Formulation of questions-** In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● **Airing of questions-**Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● **Selection (voting)-** A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● **First words-**The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● **Building-**From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● **Final thoughts-** A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. **Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:** ★ **Has transport made us less healthy?** ★ **How has life changed since air travel became so accessible?** **As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.**

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Africa-Transport	**National Curriculum-KS2**	**Using the La Jolie Ronde Year 4 Program of Study for FRENCH- using songs, games and resources from the**

	Pupils should be taught to: • 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 how these differ from or are similar to English.	program. The main focus is still on developing oral skills in Year 4, however flashcards are used so children can see the written form of words and begin to see spelling patterns. They will also start to write some words and phrases. The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week. ★ Lesson Eight- Part 1 and 2- Revision of colours ★ Lesson Eight-Part 3 and 4- Revision of colours ★ Lesson Nine- Part 1 and 2-Parts of the body and adjectives ★ Lesson Nine-Part 3 and 4- Parts of the body and adjectives ★ Lesson Ten-Part 1 and 2- Asking for translations ★ Lesson Ten-Part 3 and 4- Asking for translations ★ Lesson Eleven-Part 1 and 2- Zoo animals ★ Lesson Eleven-Part 3 and 4- Zoo animals ★ Lesson Twelve-Part 1 and 2- Verbs- To be- He is-She is ★ Lesson Twelve-Part 3 and 4- Verbs- To be- He is-She is ★ Lesson Thirteen-Part 1 and 2- Writing ★ Lesson Thirteen-Part 3 and 4-Writing ★ Easter 1- Easter Traditions ★ Easter 2-Easter Traditions

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Africa-Transport	National Curriculum 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. Pupils should be taught to: • 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	The Real P.E. Program of Study is used to teach children the core principles of P.E. It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE. ★ Unit 3: Cardio Balance - Football Coordination ball skills ★ Unit 4: Coordination with Equipment Golf/Tennis/Counterbalance/Dance

Term 3- Stone Age
Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **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.**

Topic	Program of Study	Subject Knowledge	Vocabulary
Stone Age	**Animals Inc. Humans** **National Curriculum:** Pupils should be taught to: • 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 **CLA Program of Study** **The Digestive System**	**The Digestive System** The digestive system is the group of organs responsible for the digestion of food. They assist in the breakdown of food in order to extract the nutrients the body requires to grow, repair itself, and maintain health. Food passes through the mouth, oesophagus, stomach, small intestine and large intestine. Chemicals in saliva, the stomach and from other organs break the food into small particles, enabling nutrients and some other substances to be absorbed into the bloodstream. Undigested matter passes through the large intestine and out of the body. In order to extract nutrients to provide energy and the materials needed for growth and healthy body systems, food must be broken down, or digested. The body relies on the digestive system to achieve this. The digestive system includes: the mouth, oesophagus, stomach, small intestine and large intestine. Chemicals produced in saliva, the stomach, liver and pancreas break down food so that nutrients can pass through the small intestine, into the bloodstream and around the body. Undigested food passes through the large intestine and out of the body. **Teeth**	**Digestion** **Digestive system** **Nutrients** **Oesophagus** **Stomach** **Small intestine** **Large intestine** **Saliva** **Energy** **Incisors** **Canines** **Pre-molars** **Molars** **Bacteria** **Plaque** **Milk teeth** **Adult teeth** **Photosynthesis** **Consuming** **Organism** **Producer**

	• Understand that digestion is the process by which the body breaks down food in order to extract nutrients. • Understand that nutrients provide the body with the energy needed for growth and to maintain healthy body systems. • Be introduced to the key organs of the digestive system and their functions. • Appreciate that undigested food passes through the large intestine and leaves the body as waste. **Teeth** • Be able to name and identify different types of teeth. • Be able to understand the function of different types of teeth. • Know that humans have two sets of teeth: milk teeth and adult teeth. • Understand the importance and practice of looking after teeth. **Food Chains** • Understand that plants are the producers in nearly all food chains as they convert energy from sunlight. • Understand that when organisms die their energy and minerals return to the soil to be recycled. • Know that a food chain represents the flow of energy from one organism to another and shows the relationship between producers and consumers. • Be able to identify primary consumers, secondary consumers, tertiary consumers and decomposers in a food chain.	Humans have four main types of teeth. Incisors are chisel-shaped for biting. Canines are sharp for ripping and tearing food. Pre-molars and molars have wide, ridged surfaces for chewing. The first set of 20 milk teeth is replaced, over a period of years, by 32 adult teeth. Bacteria in the mouth digest sugars. This creates plaque acid that can attack the teeth, as can acid in food and drinks. Keep teeth healthy by brushing carefully twice a day for two minutes and avoiding excess sugar and fizzy drinks. Different teeth have specific functions that are determined by their shape and position in the mouth. The four types of teeth are incisors, canines, pre-molars and molars. Humans have two sets of teeth in their lifetimes. The milk teeth fall out and are replaced by permanent adult teeth. Bacteria in the mouth digest sugar on teeth to form plaque and acid. These can attack teeth. To maintain healthy teeth, careful brushing is required twice a day for at least 2 minutes. Too much sugar and fizzy drinks should also be avoided. **Food Chains** Green plants are able to convert energy from sunlight into food stores by the process of photosynthesis. Animals gain energy by consuming these plants or other animals that eat plants. This flow of energy from one organism to the next is called a food chain. Each food chain shows the relationship between a producer, the primary consumer that eats the producer, the secondary consumer that eats the primary consumer, and so on. This flow of energy is represented by arrows. When any organism dies, decomposers break down and return minerals and energy to the soil, to be recycled by other organisms. A food chain describes the flow of energy from one organism to the next and the specific interdependence of living organisms on each other for food. The flow of energy can be represented by arrows in a diagram. Every food chain consists of producers and consumers. Producers are plants that make their own food through photosynthesis; consumers are animals that obtain energy by eating plants or other animals that have eaten plants. Primary consumers only eat producers – these animals are called herbivores. Secondary and tertiary consumers eat other animals that are reliant on the producer. Secondary consumers are either omnivores, which eat a diet of both plants and other animals, or carnivores, which only eat meat. Tertiary consumers are usually at the top of the food chain, which means they are not eaten by any other animals. An animal that hunts other animals for food is known as a predator, while the animal it hunts is called its prey. When organisms die, they are broken down by decomposers and minerals are returned to the soil to be reused by plants.	**Primary Consumer** **Secondary Consumer** **Tertiary Consumers** **Decompose** **Minerals** **Interdependence** **Herbivores** **Omnivores** **Carnivores** **Predator** **Prey**
	Living Things and their Habitats **National Curriculum** Pupils should be taught to:	**Why Classify?** It is important for biologists (scientists that study living organisms and how they relate to the environment) to be able to understand how living things are related to and depend on each other, in order to appreciate the diversity of life on the planet, and the need for conservation. Recent estimates are that there are over 8 million species of organisms on the Earth, although only 1.3 million have been found and categorised so far. Knowing and appreciating the enormous diversity of life on Earth enables scientists to make great advances in various	**Classify** **Organism** **Environment** **Species** **Characteristics** **Similarities** **Differences**

	• 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 **CLA Program of Study** **Why Classify?** • Appreciate the enormous diversity of living things on Earth and be able to give reasons for classifying living things together in particular ways. • Be able to group living things in a variety of different ways according to common characteristics. • Be introduced to the work of Carl Linnaeus. • Understand that scientists don't always agree on how groupings should be made. **Classifying Living Things** • Understand that all living things can be classified into one of five different kingdoms. • Be introduced to, and be able to name, each of the five kingdoms of life: animals, plants, fungi, prokaryote and protoctista. • Appreciate that each kingdom contains many different species. • Know that plants can be sub-divided into flowering or non-flowering groups and be able to provide examples of both.	fields such as medicine. By looking in detail at organisms' characteristics, specifically their similarities and differences, it is possible to group and classify them, helping to understand their behaviour, relationships and interdependencies. There is an enormous variety of living things on the planet. It is possible to group them according to certain similarities or differences in their features, both external and internal. **Classifying Living Things** The great variety of plants, animals and other living things makes it important to identify and classify them. All living things can be divided into five kingdoms, which depend on certain characteristics: animals, plants, fungi, prokaryotes and protoctista. In each kingdom there are many diverse species. All living things can be divided into five kingdoms: animal, plant, fungi, protoctista, which includes algae and amoeba, and prokaryotes, which includes all bacteria – single-celled organisms with no nucleus. However, not all scientists agree on these groupings. Some animals are difficult to classify, as they do not share all the specified characteristics of the group. In each kingdom there are many different species. These are living organisms that are very similar to each other. The adults are capable of reproducing. There are around 1 million different species of animal and 400,000 plant species in the world. It is rare that reproduction can take place across species.	**Behaviour** **Relationships** **Interdependencies** **Plants** **Animals**

	Key Assessment Questions
Animals inc Humans	• I can identify and name the parts of the human digestive system. • I can describe the functions of the organs in the human digestive system. • I can identify and describe the different types of teeth in humans. • I can describe the functions of different human teeth. • I can use food chains to identify producers, predators and prey. • I can construct food chains to identify producers, predators and prey.
Living Things and their Habitats	• I can give reasons for classifying living things together in particular ways. • I can group living things in a variety of different ways according to common characteristics. • I can know and can explain that all living things can be classified into one of five different kingdoms.

	• I know and can explain that plants can be sub-divided into flowering or non-flowering groups and can provide examples of both.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Stone Age	**KS2 National Curriculum** **Location 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 **Geographical skills and fieldwork** • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Y4 CLA -Geographical Enquiry** **(Study of Stone Age villages- did all people during the stone age live in caves? If not how did they live- look at how this changes during different periods within the Stone Age.)** • Can they carry out a survey to discover features of cities and villages? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? **Beyond** **(Look at how Hunter Gatherers moved between locations during different seasons- can they plan a journey for the Hunter Gatherers-explaining why the new location would be more suitable for different seasons?)** Can they give accurate measurements between 2 given places within the UK? **Physical Geography** • Can they describe the main features of a well-known city? **(Use the features of Doncaster as a tool for comparing cities now with villages during the Stone Age)** • Can they describe the main features of a village? **(Use maps and other sources to identify key features within a stone age settlement- how can we use these sources to find out more information about how they lived?)** • Can they describe the main physical differences between cities and villages? **(focus on Stone Age settlements- how did these change during different periods- what sources can we use to support our research? How do we know which sources are reliable? What might the problems be with certain sources?)** • Can they use appropriate symbols to represent different physical features on a map? **(Create own maps of Stone Age settlements using symbols, keys and grid referencing skills.)** **Beyond** • Can they explain how a locality has changed over time with reference to physical features? **Human Geography (focus on Stone Age settlements- how did these change during different periods- what sources can we use to support our research? How do we know which sources are reliable? What might the problems be with certain sources?)** • Can they explain how a locality has changed over time with reference to human features? • Can they suggest different ways that a locality could be changed and improved? **Key Information** Did people during the Stone Age live in caves? Some of them probably did, some of the time and at some stages of the Stone Age. There is evidence in the Palaeolithic ('Old Stone Age') that as people moved about from place to place with the seasons, they definitely used caves, cooked in them and even put cave art on the walls. This seems to have been particularly the case towards the end of the Ice Age when people were coming back into Britain after the ice sheets had retreated. A good example can be found at Creswell Crags, near Sheffield.	**Stone Age** **Settlement** **Village** **Farming** **Hunter** **Gatherer** **Huts** **Caves** **Archaeologist** **Excavation** **Bronze Age** **Ice Age** **Paleolithic** **Mesolithic** **Neolithic**

		Caves make useful and convenient shelters – and not just for people. We know that animals, such as hyenas, wolves and bears would probably have sheltered in them too. When this was the case, they would not have been such an appealing or safe haven for humans. There are a few sites in Britain where caves were lived in and also where people were buried – in the case of the Red Lady of Paviland, in a cave on the Gower peninsula in South Wales. There are not that many caves in Britain and the vast majority of Stone Age people would not have lived in caves. The Stone Age is divided into 3 sub-periods – the Paleo(old)lithic, the Mes(mid)olithic and the Neo(new)lithic. Old and Middle Stone Age – camps For the Palaeolithic and the Mesolithic, archaeologists assume that people lived in camps of temporary structures – 'bender huts' made of hazel bend over in a circle and covered in animal skins, or other types of wooden shelters. This assumption is made based on lack of evidence rather than evidence itself – as structures like these would not survive in the archaeological record. There are a few houses that do survive from the Mesolithic – examples of which are known from Howick, Northumberland and Star Carr in Yorkshire These are more substantial tipi shaped structures – the one at Howick has been reconstructed. Early New Stone Age – large buildings In the early Neolithic, there is evidence of some quite large timber domestic buildings sometimes referred to as halls. Examples have been excavated at Horton in Berkshire, White Horse Stone in Kent, and a very recent and as yet unpublished excavation on Dorstone Hill in Herefordshire. These all date from the earliest Neolithic (around 4000-3600BC). Recent archaeological excavations in Ireland have revealed huge numbers of these timber houses or halls, which might have been communal buildings. Following on from these buildings there is no evidence of houses for a very long time and therefore an assumption is made that people were living again in camps, and temporary shelters . Although it's possible that archaeologists just haven't found the houses from this period yet! The next structures appear in the late Neolithic – around 3000 BC in Orkney (e.g. Skara Brae) and around 2500 BC at Durrington Walls and Marden, both in Wiltshire. There is then very little evidence of houses until we reach the middle Bronze Age – around 1500BC. From then on, there is lots of evidence of big field systems, houses and settled farms.	

	Key Assessment Questions
Geographical Enquiry	• I can carry out a survey to discover features of cities and villages. • I can label the same features on an aerial photograph as on a map. • I can plan a journey to a place in England. **Beyond** • I can give accurate measurements between 2 given places within the UK
Physical Geography	• I can describe the main features of a well-known city. • I can describe the main features of a village. • I can describe the main physical differences between cities and villages. • I can use appropriate symbols to represent different physical features on a map.

	Beyond ● I can explain how a locality has changed over time with reference to physical features.
Human Geography	● I can explain how a locality has changed over time with reference to human features. ● I can suggest different ways that a locality could be changed and improved.

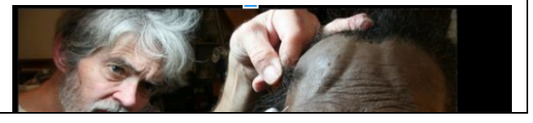
History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Stone Age	**National Curriculum** **Key stage 2** **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.** **In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Pupils should be taught about:** ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	**Stone Age-Iron Age** **Children to base their enquiry around each period within the Stone Age in chronological order so as they understand where each period places on a timeline. During each period children to look at history from the perspective of daily life, language spoken, diet, changes between periods, housing (which will also be part of Geography learning) etc. What information do we have to support our understanding of what life was like? How have archaeologists and historians helped us understand the Stone Age through excavation of artefacts. A school visit is essential on this trip to bring the learning to life in context.** **Chronological understanding** ● Can they place periods of history on a timeline showing periods of time? ● Can they use their mathematical skills to round up time differences into centuries and decades? **Beyond** ● Can they use their mathematical skills to help them work out the time differences between certain major events in history? ● Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? **Knowledge and interpretation** ● Can they explain how events from the past have helped shape our lives? ● Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? ● Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? ● Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? **Beyond** ● Can they recognise that people's way of life in the past was dictated by the work they did? ● Do they appreciate that the food people ate was different because of the availability of different sources of food? ● Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? **Historical enquiry** ● Can they research two versions of an event and say how they differ? ● Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?	**BC** **AD** **Timeline** **TimeScale** **Past** **Present Day** **Stone Age** **Artefact** **Evidence** **Archaeologist** **Research** **Source** **Nomadic** **Agriculture** **Bronze Age** **Skara Brae** **Ice Age** **Paleolithic** **Mesolithic** **Neolithic**

	• 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 • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? **Beyond** • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? **Key Information** The Stone Age is the name given to the earliest period of human culture when stone tools were first used. The Stone Age ended when men began smelting metal. • Our ancestor, modern man Homo sapiens, emerged around 200,000 years ago. • Homo habilis, an early human who evolved around 2.3 million years ago, was probably the first to make stone tools. • Neanderthals died out around 30,000 years ago. • Flint was commonly used for making stone tools but other stones such as chert and obsidian were also used. • The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age). • Palaeolithic and Mesolithic people were nomadic hunter gatherers. They moved frequently following the animals that they hunted and gathering fruits and berries when they could. • The dog was the first animal to be domesticated. This happened during the Mesolithic period. Dogs could help with the hunt, warn of danger and provide warmth and comfort. • The gradual development of agriculture and the domestication of animals during the Neolithic period meant that people could live in settled communities. • Some isolated tribes people were still effectively living in the Stone Age as recently as the twentieth century. • The houses in Skara Brae, a Neolithic Orkney village, had beds, cupboards, dressers, shelves and chairs. The Palaeolithic or old Stone Age lasted from 2.7 million years ago to around 20,000 to 10,000 years ago. A number of distinct groups of humans lived during this period but only our ancestor Homo sapiens has survived. During this time men were hunter gatherers, finding food from their local environment and moving from site to site depending on the season. Tools were made of stone but also of wood, bone, leather and vegetable fibres. Language also developed and its early forms may have been similar to the click languages used by some South and East African peoples today. The period also saw the beginnings of art, such as the cave paintings of Chauvet in France and Venus figurines (statues of pregnant women) and the development of religion. The Mesolithic or middle Stone Age saw the development of finer, smaller stone tools such as arrow or spear heads. The first canoes were made. This meant that men could fish as well as hunt. The dog was also domesticated during this period, probably by the selection and breeding of the least aggressive wolves. The Neolithic or new Stone Age saw the beginnings of agriculture. Animals such as the cow and sheep were domesticated and provided a ready supply of meat, milk, wool, leather and bone. Grain was the first food that could be stored for long periods of time. Grain needed to be processed so stones were used for scything (cutting grass crops) and grinding. The need to harvest and store grain meant that it became necessary to stay in one place and settlements could develop. Large scale construction could take place, trade developed and people began to have different roles such as leader, priest, fighter, farmer, hunter or slave.	

	Key Assessment Questions
Chronological understanding	• I can place periods of history on a timeline showing periods of time. • I can use mathematical skills to round up time differences into centuries and decades. **Beyond** • I can use mathematical skills to help me work out the time differences between certain major events in history. • I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.
Knowledge and interpretation	• I can explain how events from the past have helped shape our lives. • I appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. • I know that people who lived in the past cooked and travelled differently and used different weapons from ours. • I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. **Beyond** • I can recognise that people's way of life in the past was dictated by the work they did. • I appreciate that the food people ate was different because of the availability of different sources of food. • I appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period.
Historical enquiry	• I can research two versions of an event and say how they differ. • I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. • I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. **Beyond** • I can independently, or as part of a group, present an aspect that I have researched about a given period of history using multi-media skills when doing so.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Stone Age	**KS2 National Curriculum** ***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** **Pupils should be taught:** • 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	**Charcoal (Parietal Art)** **Cave paintings, also known as parietal art, are painted drawings on cave walls or ceilings, mainly of prehistoric origin, beginning roughly 40,000 years ago in Eurasia. The exact purpose of the Paleolithic cave paintings is not known.** **Children to research cave paintings, their meanings and annotate examples of these in their sketchbooks. What do they notice? What do they like and dislike? Children to begin to develop their own examples of simple objects, shape and form using pencil initially building upto charcoal developing skills ready to create their own piece of cave art.)** **Drawing** • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? **Artist Study- Paleolithic Artist- John Gurche** **(Study the work of John Gurche Paleolithic Art- build up a research portfolio of his work and the techniques he uses. Use their previously developed sketching skills to design what they would like their own clay head to look like focusing on facial features and expression. Children to begin to develop their clay techniques to create their**  

		own head sculpture. Evaluate their work in their sketchbooks.) **3D** ● Can they begin to sculpt clay and other mouldable materials? **Knowledge** ● Can they experiment with different styles which artists have used? ● Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

	Key Assessment Questions
Drawing	● I can begin to show facial expressions and body language in their sketches. ● I can identify and draw simple objects, and use marks and lines to produce texture. ● I can organise line, tone, shape and colour to represent figures and forms in movement. ● I can show reflections. ● I can explain why they have chosen specific materials to draw with.
3D	● I can begin to sculpt clay and other mouldable materials.
Knowledge	● I can experiment with different styles which artists have used. ● I learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.

Computing

Topic	**Program of Study**	**Subject Knowledge and Suggested Activities**
Stone Age	**National Curriculum** **Pupils should be taught to:** ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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	**We are meteorologists** ● To use weather measurement equipment safely. ● To enter weather data in a spreadsheet ● To take digital photos. ● To create simple charts ● To make predictions about the weather ● To create a presentation for my weather forecast. ● To use weather measurement equipment accurately. ● To describe the weather. ● To make sensible predictions about the weather. ● To add measurements and descriptions to photos. ● To present an interesting and useful weather forecast to my classmates ● To spot weather data that looks unusual. ● To make accurate predictions. ● To see what some of the problems are in predicting the weather. **E-Safety** We are meteorologists. The pupils consider the importance of obtaining and using accurate data for any information-processing work. If the pupils film one another,

	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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	they need to ensure appropriate permission is obtained and that recordings are made, edited and shown in safe, respectful and responsible ways. The pupils should think carefully about the implications of uploading their films to the school network or to the internet. **We are co-authors- (create content linked with the Stone Age)** • To create content for a wiki. • To edit the content on my wiki. • To edit the HTML for a web page. • To work with others to plan a project. • To edit another person's content. • To edit content on Wikipedia. • To plan a project by breaking it into smaller parts. • To find and read an article on Wikipedia. • To show where I found information I used in my research • To work out if an article is accurate and reliable. • To see how important it is that content is fair and balanced. • To see how important Wikipedia's Five pillars are. **E-Safety** We are co-authors. The pupils learn about Wikipedia, considering some strategies for evaluating the reliability of online content as well as the rules and processes that the Wikipedia community has evolved. The pupils develop a shared wiki, thinking carefully about how to do so safely and responsibly, and considering what conduct is appropriate when collaborating on a shared resource.

	Key Assessment Questions
Meteorologist	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Co-Authors	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	**Program of Study**	**Subject Knowledge and Suggested Activities**
Ancient Egypt	**National Curriculum** **Pupils should be taught to:** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music	**Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Lean on Me-Gospel** **Suggested Links-**

	• 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 from different traditions and from great composers and musicians • develop an understanding of the history of music. **CLA Program of Study:** **Performing** • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? **Composing** • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use their notation in a performance? **Appraising** • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance. **Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Reflect, Rewind, Replay- Western Classical music and your choice from Year 4** **Suggested Links-** Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

	Key Assessment Questions
Lean on Me **Reflect, Rewind and Replay**	**Performing** • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. **Composing** • I can use notations to record and interpret sequences of pitches. • I can use standard notation. • I can use notations to record compositions in a small group or on my own. • I can use my notation in a performance. **Appraising** • I can explain the place of silence and say what effect it has. • I can start to identify the character of a piece of music. • I can describe and identify the different purposes of music. • I can begin to identify with the style of work of Beethoven, Mozart and Elgar.

R.E.

Topic	Program of Study
Buddhism	**Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.** ***The areas of Enquiry are as follows:*** ***A. beliefs, teachings and sources*** ***B. practices and ways of life*** ***C. forms of expressing meaning*** ***D. identity, diversity, belonging*** ***E. meaning, purpose and truth*** ***F. values and commitments*** **Term 3a-** ★ **Theme/Concept:** Beliefs into Practices ★ **Enquiry Question:** What is the best way for a Buddhist to lead a good life? ★ **SMSC**- Spiritual, Moral ★ **British Values-**Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	**Term 3b-** ★ **Theme/Concept:** Prayer and Worship ★ **Enquiry Question:** Do people need to go to church to show they are Christians? ★ **SMSC**- Spiritual, Social ★ **British Values-**Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 3A	**What is the best way for a Buddhist to lead a good life?**
	WORKING TOWARDS I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.
	Year 4 expectation **WORKING AT** I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
	WORKING BEYOND I can start to identify the values and reasons that guide me to make my decisions.

	I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I am trying to make good choices and which aspect might be the most important to Buddhists.

	Key Assessment Questions
Term 3B	**Do people need to go to church to show they are Christians?**
	WORKING TOWARDS I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.
	Year 4 expectation **WORKING AT** I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.
	WORKING BEYOND I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.

PSHCE

Topic	**Program of Study** **Subject Knowledge and Suggested Activities**
Stone Age	**Philosophy for Children – The Process** • **Warm-up -**Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. • **Presentation of stimulus -**Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. • **Thinking time/conversation-** Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. • **Formulation of questions-** In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. • **Airing of questions-**Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. • **Selection (voting)-** A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. • **First words-**The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. • **Building-**From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. • **Final thoughts-** A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. • **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the

	next activity/enquiry. **Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:** ★ **What have we learnt from the past?** ★ **Was life easier in the Stone Age?** **As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.**

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Stone Age	**National Curriculum-KS2** **Pupils should be taught to:** ● **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 how these differ from or are similar to English.**	**Using the La Jolie Ronde Year 4 Program of Study for FRENCH- using songs, games and resources from the program. The main focus is still on developing oral skills in Year 4, however flashcards are used so children can see the written form of words and begin to see spelling patterns. They will also start to write some words and phrases.** **The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period.** **Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week.** ★ **Lesson Fifteen- Part 1 and 2- Dictionary Skills- Playground Song** ★ **Lesson Fifteen-Part 3 and 4- Dictionary Skills- Playground Song** ★ **Lesson Sixteen- Part 1 and 2-Hobbies** ★ **Lesson Sixteen-Part 3 and 4- Hobbies** ★ **Lesson Seventeen-Part 1 and 2- Revision of hobbies** ★ **Lesson Seventeen-Part 3 and 4- Revision of hobbies** ★ **Lesson Eighteen-Part 1 and 2- Tu aimes? Numbers 12-31** ★ **Lesson Eighteen-Part 3 and 4- Tu aimes? Numbers 12-31** ★ **Lesson Nineteen-Part 1 and 2- Revision of leisure activities** ★ **Lesson Nineteen-Part 3 and 4- Revision of leisure activities** ★ **Lesson Twenty-Part 1 and 2-Weather, Opinion phrases** ★ **Lesson Twenty-Part 3 and 4-Clothes**

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Stone Age	**National Curriculum** **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.** **Pupils should be taught to:** • **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 and water safety** **All schools must provide swimming instruction either in key stage 1 or key stage 2.** **In particular, pupils should be taught to:** • **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**	**The Real P.E. Program of Study is used to teach children the core principles of P.E.** **It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.** ★ Unit 5: Cardio - Agility/Reaction/ Response/Athletics ★ Unit 6: Cardio - Agility/Ball Chasing Cricket/Rounders/Static Balance/small base *Year 4 also partake in compulsory swimming lessons in Term 3