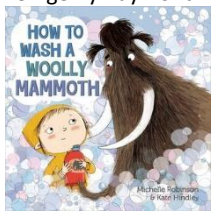
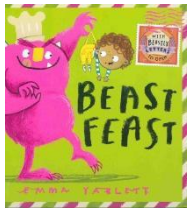
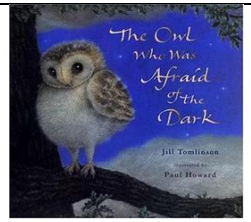
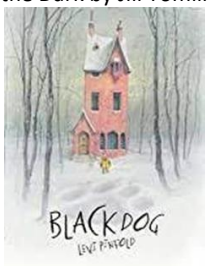
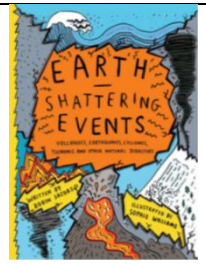
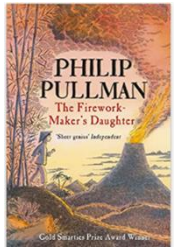
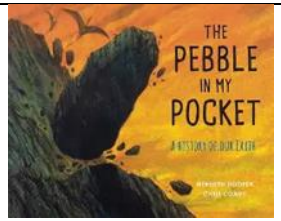
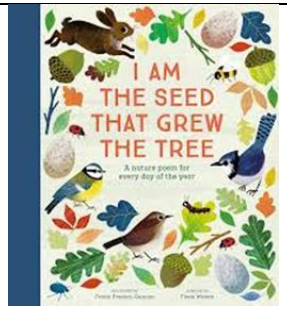
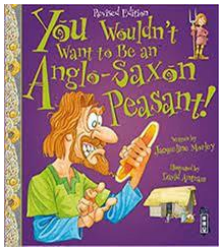
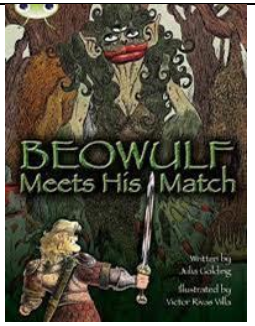
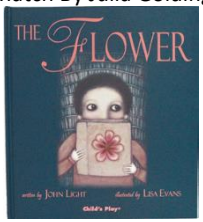
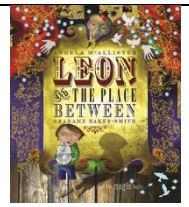
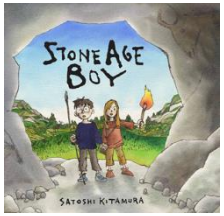
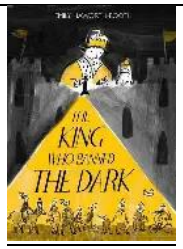
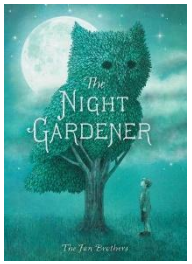
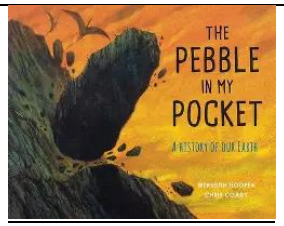
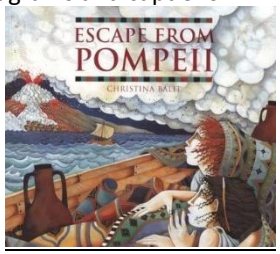
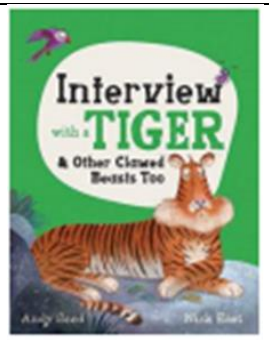
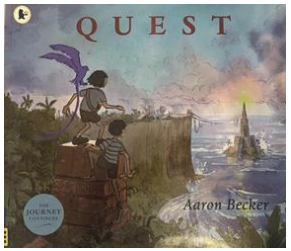
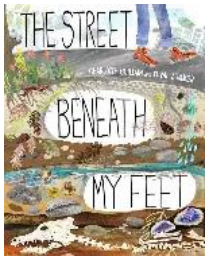
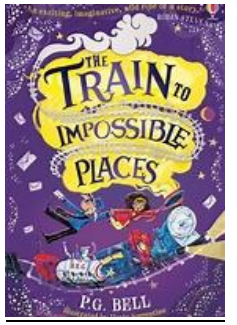
Long Term Key Learning Overview

Year 3 /4 Cycle B

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	 **Text**: UG: Boy Genius of the Stone Age By Raymond Briggs  **Text:** How to wash a WOOLLY MAMMOTH by Michelle Robinson  **Text:** Beast Feast by Emma Yarlett **Key Learning Year 3:** Apply their growing knowledge of root words, prefixes and suffixes Ask questions to improve their understanding of a text	 **Text:** The Owl who was Afraid of the Dark by Jill Tomlinson  **Text:** Black Dog by Levi Pinfold Inference  **Text:** Winter's Child by Angela McAllister **Key Learning Year 3:**	 **Text:** Earth Shattering Events by Robin Jacobs  **Text:** The Firework-Maker's Daughter by Philip Pullman **Key Learning Year 3:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	 **Text:** The Pebble in my Pocket by Meredith Hooper  **Text:** When the Giant Stirred: Legend of a Volcanic Island by Celia Hooper **Key Learning Year 3:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	 **Text**: I Am the Seed That Grew the Tree By Fiona Waters  **Text:** You wouldn't want to be an Anglo-Saxon Peasant by Jacqueline Morley **Key Learning Year 3:** Retrieve and record information from non-fiction Extract information and make notes Justify inferences with evidence Identify specific techniques, e.g. simile,	 **Text:** Beowulf Meets his Match By Julia Golding  **Text:** The Flower by John Light **Key Learning Year 3:** Use specific vocabulary and ideas expressed in the text to support own views Show understanding of the main points drawn from more than one paragraph Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions

	Show understanding of the main points drawn from one paragraph Uses text features to locate information e.g. contents, indices, subheadings Discuss words and phrases that capture the reader's interest and imagination Predict what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Identify and name presentational devices in non-fiction **Year 4:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and Morphology Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion Listen to and discuss a wide range of fiction and non-fiction	Apply their growing knowledge of root words, prefixes and suffixes Use dictionaries to check the meaning of words that they have read Show understanding of the main points drawn from one paragraph Locate and retrieve information using skimming, scanning and text marking Discuss words and phrases that capture the reader's interest and imagination Draw plausible inferences, often supported through reference to the text Discuss the effect of specific language on the reader Read books that are structured in different ways and show some awareness of the various purposes for reading **Year 4:** Apply their growing knowledge of root words, prefixes and suffixes (Etymology and morphology) both to read aloud and to understand the meaning of new words they meet Discuss understanding as it develops and explain the meaning of words in context Identify main ideas drawn from more than one paragraph and summarising these Discuss words and phrases that capture the reader's interest and imagination	Show understanding of the main points drawn from more than one paragraph Begin to recognise fact and opinion Begin to use vocabulary from the text to support responses and explanations Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Identify specific techniques, e.g., simile, alliteration and repetition Demonstrate familiarity with a wide range of books **Year 4:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Identify features that characterise books set in	Show understanding of the main points drawn from more than one paragraph Begin to recognise fact and opinion Begin to use vocabulary from the text to support responses and explanations Justify inferences with evidence Identify specific techniques, e.g., simile, alliteration and repetition and say why they interest them Can explore and discuss underlying themes and ideas **Year 4:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Identify features that characterise books set in different cultures or historical settings	alliteration and repetition and say why they interest them Use dictionaries to check the meaning of words that they have read **Year 4:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Show understanding through intonation, tone, volume and action when performing poems and playscripts Use specific vocabulary, and ideas expressed in the text, to support own responses Infer underlying themes and ideas Retrieve and record information from non-fiction Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Make links between texts and to the wider world	Demonstrate familiarity with a wide range of books e.g., myths and legends and retell some of these orally **Year 4:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Identify features that characterise books set in different cultures or historical settings Use specific vocabulary, and ideas expressed in the text, to support own responses Infer underlying themes and ideas Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Make links between texts and to the wider world

	Predict what might happen from details stated and implied Identify how language, structure, and presentation contribute to meaning Identify how a range of presentational devices guide the reader in non-fiction	Draw sound inferences, supported through reference to the text Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience	different cultures or historical settings Retrieve and record information from nonfiction	Retrieve and record information from nonfiction Recognise and distinguish between fact and opinion		
Writing	 **Learning Journey 1** **Text Driver:** Leon and the Place Between **Core Outcome:** A section of descriptive narrative that develops part of the original story. **Foundation Outcome:** A basic narrative that tells part of the original story.  **Learning Journey 2** **Text Driver:** Stone age boy by Satoshi Kitamura	 **Learning Journey 1** **Text Driver:** The King who Banned the Dark **Outcome** Persuasion – do we need the dark?  **Learning Journey 2** **Text Driver:** The Night Gardener **Outcome** Speech within a Narrative	 **Learning Journey 1** **Text Driver** The Pebble in My Pocket **Outcome** Recount/diary in the voice of the pebble Non-chronological report how rocks are formed with diagrams and captions  **Learning Journey 2** **Text Driver:** Escape from Pompeii **Outcome**	 **Learning Journey 1** **Text Driver** Lego Story (literacy shed) **Outcome** Create an advert for their own Lego creation. After the fall pic  **Learning Journey 2** **Text Driver:** After the fall **Outcome** Narrative from a different perspective	 **Learning Journey 1** **Text Driver:** Interview with a Tiger **Outcome:** An interview about a creature.  **Learning Journey 2** **Text Driver:** Quest **Outcome**	 **Learning Journey 1** **Text Driver** The Street Beneath my Feet **Outcome** Description of what lies in Wickham's local environment from the past  **Learning Journey 2**

	Foundational Outcome: Non-chronological report **Core Outcome:** An information page based on the stone age. **Year 3 Key Learning:** •Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary •Organise writing into logical chunks •Write a coherent series of linked sentences •Use irregular simple past-tense verbs e.g. awake / awoke •Use conjunctions to express time, place and cause •Draft and write an increasing range of sentence structures (simple and compound) •Use some variation in sentence types (statement/ command/ question/ exclamation) •Writing is clear in purpose (genre) **Year 4 Key Learning:** •Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although •Organise paragraphs around a theme •In narratives, creates settings, characters and plot	 **Learning Journey 3** **Text Driver** Excitable Edgar – John Lewis Advert **Outcome** Letters of apology from Edgar to the townspeople OR newspaper report about the damage caused **Year 3 Key Learning:** •Select nouns and pronouns to provide clarity for the reader •Use conjunctions to express time, place and cause •Know when to use 'a' and 'an' •Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary •Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •Use inverted commas to punctuate direct speech **Year 4 Key Learning:**	First person narrative story Newspaper articles about Pompeii **Learning Journey 3** **Text Driver** After the Fall **Outcome** Story 'after' the fairy tale – what did they do next? link to 'The True Story of the 3 Little Pigs' **Year 3 Key Learning:** •In narratives, creates settings, characters and plot •Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' •Organise paragraphs around a theme •Use conjunctions to express time, place and cause •Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) •Use adverbs and prepositions to express time, place and cause **Year 4 Key Learning:** •Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary •Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair	**Year 3 Key Learning:** •Use simple organisational devices, e.g. headings and subheadings •Use adverbs and prepositions to express time, place and cause •Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences •Use fronted adverbials •Use commas after fronted adverbials •Vary nouns and pronouns to avoid repetition •Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' **Year 4 Key Learning:** •Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary •Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair •Use fronted adverbials followed by a comma •Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's •Viewpoint is consistently maintained (for example, word choice indicates child's	Time slip story – taken back into Anglo-Saxon times Persuasion – why you wouldn't want to live in Anglo Saxon times **Year 3 Key Learning:** •In narratives, creates settings, characters and plot •Use inverted commas to punctuate •direct speech •Vary nouns and pronouns to avoid repetition •Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' •Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation •Organise paragraphs around a theme **Year 4 Key Learning:** •Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" •Indicate possession by using the possessive apostrophe with plural nouns •Use figurative language such as similes,	**Text Driver:** Wall-e **Outcome** Character description  **Learning Journey 3** **Text Driver:** The Train to Impossible Places **Outcome** Description of fantasy land Letters to/from the characters Newspaper report about the train crash **Year 3 Key Learning:** •Use fronted adverbials •Use commas after fronted adverbials •Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play •Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation **Year 4 Key Learning:** •Viewpoint is consistently maintained (for example, word choice indicates

		•Use conjunctions to express time and cause for cohesion •Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition •Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair •Use inverted commas to punctuate direct speech •Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	•Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although •Use conjunctions to express time and cause for cohesion •Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences •Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's	viewpoint on a character or an issue) •Indicate possession by using the possessive apostrophe with plural nouns	alliteration to build a picture in the readers head •Openings and closings are clearly signalled and well developed •Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences •Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) •Use a varied and rich vocabulary	child's viewpoint on a character or an issue) •Use a varied and rich vocabulary •Use figurative language such as similes, alliteration to build a picture in the readers head •Use fronted adverbials followed by a comma •Use the present perfect form of verbs in contrast to the past tense
	Objectives which should run across all terms ● Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ● Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● When planning, discuss and record ideas ● Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● Increase the legibility, consistency and quality of their handwriting ● (Y4) Is able to maintain fluency of writing and has sufficient stamina for typical written tasks ● (Y4) Plan their writing by discussing and recording ideas ● (Y4) Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements					

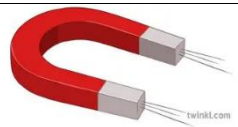
Maths	**Year 3 Maths** **Key Learning:** **Number: Place Value, Addition and Subtraction** Y2: Read and write numbers to at least 100 in numerals and in words. Y2: Compare and order numbers from zero up to 100; using >, < and = signs Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) up to 1000. Find 10 or 100 more or less than a given number. Identify, represent, and estimate numbers using different representations particularly including number lines. Solve number problems and practical problems involving these ideas. Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers mentally, including: A 3-digit number and ones A 3-digit number and tens A 3-digit number and hundreds Estimate the answer to a calculation and use inverse operations to check answers. **Addition and subtraction with measurement** Y2: Find different combinations of coins that equal the same amounts of money.	**Year 3 Maths** **Key Learning:** **Fraction and Geometry** Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing one-digit numbers or quantities by 10. Y2: Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. Y2: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Draw 2D shapes and make 3D shapes using modelling materials. Identify right angles, recognise that two right angles make a right turn, three make three quarters of a turn and four make a complete turn. Identify horizontal and vertical lines **Place Value with Measurement** **Time**	**Year 3 Maths** **Key Learning:** **Fractions and Geometry** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. 57 +17= 67. Solve problems that involve all of the above. Recognise angles as properties of shape or a direction of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. **Addition and Subtraction** Add and subtract numbers mentally including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Add and subtract numbers with up to three digits. Estimate the answer to a calculations and use inverse operations to check answers. Read and write numbers up to 1000 in numerals and in words.	**Year 3 Maths** **Key Learning:** **Measurement: Time** Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m/p.m, morning, afternoon, noon, and midnight. Know the number of seconds in a minute, days in each month, year, and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. **Multiplication and Division** Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division. **Fractions**	**Year 3 Maths** **Key Learning:** **Multiplication and Division** Recognise the place of each digit in a three-digit number (hundreds, tens, and ones). Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division. **Geometry** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Addition and Subtraction** Add and subtract numbers with up to three digits, using formally	**Year 3 Maths** **Key Learning:** **Multiplication and Division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. Solve problems, including missing number problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. **Fractions** Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent

	Add and subtract amounts of money to give change using both £ and p in practical contexts. Measure, compare, add and subtract length (m / cm / mm) Add and subtract numbers mentally. Measure the perimeter of simple 2-D shapes. **Multiplication and Division** Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division **<u>Year 4</u>** **<u>Key Learning:</u>** **Number: Place Value, Addition and Subtraction** Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Identify, represent, and estimate numbers using different representations. Order and compare number beyond 1000.	Measure, compare, add and subtract lengths (mm/cm/m); mass (kg/g) Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Find 10 or 100 more or less than a given number Y2: Tell and write the time to five minutes, including quarter past/to the hour, and draw hands on a clock face to show these times. Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute, days in each month, year and leap year. **<u>Year 4</u>** **Fraction and Geometry** Recognise and show, using diagrams, families of common equivalent fractions. Y3: Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in	Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. **<u>Year 4</u>** **Fractions and Geometry** Recognise and show using diagrams, families of common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Find the effect of dividing a one -or two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Count up and down in hundredths; recognise that hundredths arise when dividing and object by a hundred and dividing tenths by ten. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 14, 12 and 34. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2- D shapes presented in different orientations. Describe positions on a 2-D grid as co-ordinates in the first quadrant.	Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators. **Number and Place Value Addition and Subtraction with Statistics** Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Identify, represent, and estimate numbers using different representations. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10. Measure, compare, add and subtract: volume/capacity (l / ml) Interpret and present data using bar charts, pictograms, and tables. Solve one-step and two-step questions such as "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms, and tables. **<u>Year 4</u>**	written methods of columnar addition and subtraction. Estimate the answer to a calculations and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. **<u>Year 4</u>** **Multiplication and Division** Y3: Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Use place value, known and derived facts to multiply and divide mentally including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Recall multiplication and division facts for multiplication tables up to 12 x 12. Solve problems involving multiplying and adding, including using distributive law to	fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. 5/7 +1/7= 6/7. Solve problems that involve all of the above. **Measurement: Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Measurement: Time** Tell the time from an analogue clock, including using Roman numerals I to XII, 12-hour and 24-hour clocks. Estimate and read the time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., midnight and noon. Know the number of seconds in a minute and the number of days in each month, year, and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. **Measurement: length** Measure, compare, add and subtract lengths (m/cm/mm).

	Y3: Find 10 or 100 more or less than any given number. Find 1000 more or less than any given number. Count backwards through zero to include negative numbers. Round any number to the nearest 10,100,1000. Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Y3: Read and write numbers to at least 1000 in numerals and in words. Y3: Add and subtract numbers mentally including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Estimate and use inverse operations to check answers to a calculation. **Addition and subtraction with measurement** Estimate, compare and calculate different measures, including money in pounds and pence. Y3: add and subtract amounts of money to give change, using both £ and p in practical contexts.	dividing one-digit numbers or quantities by 10. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one-or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Add and subtract fractions with the same denominator. Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Complete a simple symmetric figure with respect to a specific line of symmetry. Find the area of rectilinear shapes by counting squares. Describe positions on a 2-D grid as co-ordinates in the first quadrant. **Place Value with Measurement** **Time** Y3: Measure, compare, add and subtract lengths	Describe movements between positions as translations of a given unit to the left / right and up/down. **Addition and Subtraction** Recognise the place value of each digit of a four-digit number (thousand, hundreds, tens and ones). Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Estimate and use inverse operations to check answers to a calculation. Add and subtract numbers with up to 4 digits using formal written methods and subtraction where appropriate. Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why	**Measurement: Time** Y3: Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks. Y3: Compare durations of events, for example to calculate the time taken by particular events or tasks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. **Multiplication and Division** Y3: Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Count in multiples of 6,7, 9, 25 and 1000 from zero. Recall multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Solve problems involving multiplication and adding including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions**	multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Geometry** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Find the area of rectilinear shapes by counting squares. Plot specified points and draw sides to complete a given polygon. **Addition and Subtraction** Add and subtract with numbers up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Measure and compare the perimeter of simple 2-D shapes. Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. **<u>Year 4</u>** **Multiplication and Division** Recall multiplication and division facts for multiplication tables up to 12 x 12. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions** Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Recognise and show using diagrams, families of

	Y3: Measure, compare, add and subtract lengths (m/cm/mm). Convert between different units of measure e.g. kilometre to metre. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m **Multiplication and Division** Use place value, known and derived facts to multiply and divide mentally. Recognise and use factor pairs and commutativity in mental calculations. Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	(mm/cm/m/km); mass (kg/g). Convert between different units of measure (e.g. kilometres to metres, hours to minutes). Count up and down in hundredths; recognising that hundredths arise from dividing an object by hundred and dividing tenths by ten. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). Y3: Estimate and read time within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock. Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.		Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Find the effect of dividing a one-or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. **Number and Place Value Addition and Subtraction with Statistics** Order and compare numbers beyond 1000. Round any number to the nearest 10,100 and 1000. Solve number and practical problems that involve an understanding of place value and with increasingly large positive numbers. Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Count backwards through zero to include negative numbers.	common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4 , 1/2 , 3/4 **Measurement: Money** Estimate, compare and calculate different measures, including money in pounds and pence. solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurement: Time** Read, write and convert time between analogue and digital 12 and 24- hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days **Measurement: length** Convert between different units of measure (e.g. kilometres to metres). Estimate, compare and calculate with different measures.

				charts, pictograms, tables and other graphs.		Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Solve simple measure problems involving fractions and decimals up to two decimal places. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal place (up to two decimal places)

Science	 **Longitudinal Study: Manage the Meadow**: (8 sessions) **Enquiry Question:** How does the conservation area and the wildlife that lives there, change throughout the year? Living things can be divided into groups based upon their characteristics Different food chains occur in different habitats Environmental change affects different habitats differently Human activity significantly affects the environment Different organisms are affected differently by environmental change To write an information text explaining what the is best way to develop plants and insects in the Conservation Area. Over the course of 3 weeks visit the conservation area and monitor temperature, sunlight, nightfall, weather and water levels Children to create a plan for an insect hotel – to help them adapt to the conservation area.	 **Light (**6 sessions) **Enquiry Question**: How does Light behave? Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Ask relevant questions and use different types of scientific enquiries to answer them. To complete a science investigation/experiment on the gradual exposure of light, make holes in a carboard box to reveal more light. To investigate at what angle the light travels and what direction light is better viewed. To discuss final outcome of the topic (shadow puppet theatre).	 **Mixtures and Separating them** (8 Sessions) **Enquiry Question:** Can rocks be useful? Can you separate sand and water? We can sort rocks based on how they look and feel (e.g. rough, smooth, hard, crumbly). Fossils are formed when plants or animals that once lived are trapped in rock over a long time. Soil is made from tiny pieces of rock and organic matter (like dead plants and animals). When two or more substances are in the same container, it is called a mixture. When a substance disappears in a liquid and you can't see it anymore, it has dissolved and made a solution. Not everything dissolves in water—some things stay solid or sink. Mixtures can be separated in different ways, like filtering, sieving, or letting parts settle. What methods can be used to separate different mixtures? What properties can rocks have? How are rocks formed?	 **Animals, Skeletons and Movement** (6 sessions) **Enquiry Question:** What is a Skeletons job? Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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 Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Children explore the composition of bones and how this creates a strong	 **Magnets and their effects** (6 sessions) **Enquiry Question:** How can I use my knowledge of magnets to plan a game or toy? Magnets exert attractive and repulsive forces on each other Magnets exert attractive forces on some materials Magnets exert non-contact forces, which work through some materials Magnetic forces are affected by the magnet's strength. Magnetic forces are affected by the mass of the object being attracted Magnetic forces are affected by the distance between magnet and object 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	**How plants reproduce** (7 sessions) **Enquiry Question: Knowledge/Understanding:** Flowering plants reproduce by the process of pollination Pollination leads to the formation of a seed which can grow into a new plant Flowering plants have evolved specific parts to carry out pollination and seed growth Those parts are stamen where pollen is produced, stigma where pollen is collected, and the ovaries which contains the eggs that become a seed when the pollen travels down the stigma and meets the egg Flowers have petals also are a range of colours, patterns, and smells to attract insects Making systematic and careful observations -Identifying differences, similarities or changes related to simple scientific ideas and processes Setting up simple practical enquiries, comparative and fair tests Investigate the right conditions for germination. Plants grow best when they are damp, warm and

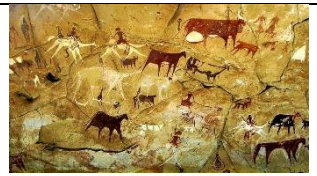
			-Do different rocks have different purposes?	structure to support a land animal's weight. Children explore how bones are organised within the body and how this is linked to their role and size. Explore how bones are connected to other parts of the body and how this enables movement. Design own creature's skeleton – justify bone choices by linking them to roles they have learned Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	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	in light. Is this true for seed germination? What is the relationship between seed size and plant growth rate? Plan and carry out investigations to test your ideas.

History	 **Stone age to Iron age** **Enquiry Question**: How did life change between the Neolithic, Bronze and Iron Age? **Key Learning:** To be aware of the types of resources peoples from the different ages could access. How people in the different ages developed to allow them to survive and thrive. To understand what the main technological and agricultural developments were across the periods. Knowledge of changing religious practices or burial practices. Can describe main features associated with the period/ civilization studied, mostly using period specific language. Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.		 **Anglo-Saxon Life** **Enquiry Question:** What impact did the Anglo Saxons have on British life? **Key Learning:** Where different Saxons (Angles, Saxons, Jutes) came from and why they came plus origins of Scotland Wales and France. Changing Saxon kingdoms: initially 8 kingdoms which merged into just 4 Christian conversion and the different parties responsible for it. Gain knowledge about major aspects of the Saxon life and legacy e.g. laws, language, place names, major Christian centres etc Look at different sources e.g. map, timeline, examples of Anglo Saxon legacy – consider 'What I know, What I wonder. What I want to know.' Unpick the sources to identify facts about the Anglo Saxons. Create a timeline to show when	

				they lived, complete a map to show where they came from/ to (show land divisions).	
Geography			 **Earthquakes and Volcanoes** White Island – New Zealand Earthquakes – Christchurch **Enquiry Question**: Are earthquakes more dangerous than volcanoes? **Key Learning:** Begin to compare place s, and understand simple reasons for similarities and differences. Investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Understand what volcanoes and earthquakes are and what causes them Understand the impact of volcanoes and earthquakes and how to predict and prepare for them Investigate: Where do volcanic eruptions happen in the world in relation to Wickham? Investigate: How can we predict and prepare for an eruption? Investigate: Where do earthquakes happen in the world in relation to Wickham? Investigate: How can we predict and prepare for one? Use maps, atlases, globes and digital/computer mapping to locate countries Read and label maps accurately		**Wickham as a settlement: Mapping and fieldwork** Local area - South Downs/New Forest **Enquiry Question:** Where on earth is Wickham? **Key Learning:** Name and locate the world's continents. Locate countries and cities of the world, including the UK. Identify human and physical characteristics of the local area – land use, types of settlement, topography. How is Wickham unique? How is it different to their focus families country? Choice of photos and maps. Make a comparison using a Venn diagram Use maps, atlases, globes and digital/computer mapping. Use the four points of the compass. Use four figure grid references. Use fieldwork to observe and record.

DT				**Shell Structures:** **Packages** **Enquiry Question:** Which structure is the most effective for carrying an Easter egg safely? **Key Learning:** **Designing** Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. **Evaluating** Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. **Technical knowledge and understanding** Understand how simple 3-D textile products are made, using a template to create two identical shapes.	 **Textiles:** **Money containers** **Enquiry Question:** What is the best design for a protective pouch? **Key Learning:** **Skills Developed:** Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used. Use questions to develop children's understanding e.g. How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why? Investigate fabrics to determine which is best for the purpose of the product they are creating. Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including	

				Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Know and use technical vocabulary relevant to the project.	threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique. **Experiences:** Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products. Generate a range of ideas e.g. What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished? Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.	

Art	 **Cave paintings- Natural Forms** **Drawing and Painting** **Andy Goldsworthy** **Enquiry Question:** Were the Stone Age people artists? **Key Learning:** Sketch lines and shapes from first hand observation (Y3), work with different size brushes to create different effects (Y3), mix secondary/ tertiary colours and tones (Y3), Colour mix considering light and dark tones (without the use of black) (Y4), Independently select the appropriate tools for the task (e.g. type of paint, size of brush, scale of paper etc.) (Y4), - Explore the properties and use of charcoal (Y4) Make a textured background on paper using sand and paint Draw cave paintings on background using charcoal/prehistoric palette paint. Research/discuss materials used to paint the caves ('prehistoric palette') – natural resources and tools		 **NZ Cultural art** **Drawing** **Tawera Tahuri** **Enquiry Question:** What is NZ Cultural Art? **Key Learning:** Sketch lines and shapes from first hand observation. Develop intricate patterns and marks with a range of pencils, charcoal, chalk, pastels. (Y3) Experiment and make informed choices with various grades of pencils to show line, tone, intricate patterns and texture. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Draw for a sustained period of time at an appropriate level (Y3 and 4) What is Graffiti? Explore graffiti, working as a class using pastels to make a collaborative piece. Explore the tribal tattoos of the Mauri people. Find out the meaning of the different repeated patterns and symbols and practise using your pencil in different ways			**Plants and Recycling** **Drawing and sculpture** **Este Macleod** **Enquiry Question**: Can art help save the environment? **Key Learning:** To learn about the work of famous artists To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, pastels, recyclable materials, papers] Investigate what does Este Macleod paint and what techniques does she use? Investigate what types of recyclable materials would be best for making 3D flowers? Use the sketch book to investigate and experiment with colour, tone, texture and pattern. Apply skills to design a piece of artwork.

	Watch how to video on drawing a cave painting animal, have a go in art books using pencil/charcoal, followed by painting with natural resources		to recreate them in your sketchbook, developing the quality of the drawing over the course of the lesson. Hold a class gallery and critique our artwork. What would they improve? What new skill have they learnt?			
Comp	<u>Unit name: The Internet</u> **Key Learning:** Describe how networks physically connect to other networks Recognise how networked devices make up the internet Outline how websites can be shared via the Describe how content can be added and accessed on the World Wide Web (WWW) Recognise how the content of the WWW is created by people Evaluate the consequences of unreliable content	<u>Unit name: Creating media – Audio production</u> **Key Learning:** Identify that sound can be recorded Explain that audio recordings can be edited Recognise the different parts of creating a podcast project Apply audio editing skills independently Combine audio to enhance my podcast project Evaluate the effective use of audio	<u>Unit name: Data Logging</u> **Key Learning:** Explain that data gathered over time can be used to answer questions Use a digital device to collect data automatically Explain that a data logger collects 'data points' from sensors over time Recognise how a computer can help us analyse data Identify the data needed to answer questions Use data from sensors to answer question	<u>Unit name: Events and actions in programs</u> **Key Learning:** Explain how a sprite moves in an existing project Create a program to move a sprite in four directions Adapt a program to a new context Develop my program by adding features Identify and fix bugs in a program Design and create a maze-based challenge	<u>Unit name: Repetition in Games</u> **Key Learning:** Develop the use of count-controlled loops in a different programming environment Explain that in programming there are infinite loops and count-controlled loops Develop a design that includes two or more loops which run at the same time Modify an infinite loop in a given program Design a project that includes repetition Create a project that includes repetition	<u>Unit name: Photo editing</u> **Key Learning:** Explain that the composition of digital images can be changed Explain that colours can be changed in digital images Explain how cloning can be used in photo editing Explain that images can be combined Combine images for a purpose Evaluate how changes can improve an image

RE	**Key Religion:** Christianity **Enquiry Question:** What do Christians learn from the creation story? **Key Concept:** Sorry **Key Learning:** Know ways that the world is wonderful and give examples. Know the Christian creation story told in the book of Genesis. Know about the fall and how this changed man's relationship with God. Know that Christians believe all people make mistakes and it is important to say sorry to God and to each other. **Contextualise Y3 -** **Describe** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. **Contextualise Y4 -** **Describe in greater detail** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	 **Key Religion:** Christianity **Enquiry Question:** What is the Trinity? **Key Concept:** Incarnation/God **Key Learning:** Know that Christians believe in the Trinity of God - the Creator (Father), Rescuer (Jesus) and God's Presence (the Holy Spirit). Know that the Trinity can be explained or presented in different ways giving an example e.g. the three states of water. Know that water is a Christian symbol of new life, purity and cleansing of sin used in the act of baptism. Know that the baptism of Jesus by John is told in the Bible in the gospel of Matthew. Know that Christians express their understanding of the Trinity in different ways, giving an example. **Apply Y3 –** **Describe examples** of how their responses are, or can be, applied in their own lives and the lives of others.	**Key Religion:** Judaism **Enquiry Question:** How does the festival of Purim demonstrate the strong sense of community amongst Jewish people? **Key Concept:** Belonging **Key Learning:** Know the meaning of 'community' and give examples of different communities. Know that Jews are a religious community giving examples of shared faith, beliefs, traditions and practices. Know the story of Esther told on Purim. Know how the festival of Purim demonstrates a sense of community amongst the Jewish people. Know ways that Jews celebrate during the festival of Purim. **Inquire Y3 –** **Describe** the key concept that is common to all people as well as common to the lives of many living a religious life. **Inquire Y4 –** **Describe, in greater detail,** the key concept that is common to all people as well as common to the lives of many living a religious life.	**Key Religion:** Christianity **Enquiry Question:** Why is the day Jesus died called Good Friday? **Key Concept:** Hope from Suffering **Key Learning:** Know the main events of Holy Week symbolised by different objects e.g. donkey, palm leaves, cross & nails, circle of thorns, a rock, an egg. Know that there are three types of cross representing different parts of the Easter story and say what these are. Know some ways in which Christians celebrate / remember Easter. Know the meaning of salvation. Know why Christians call the day Jesus died 'Good Friday'. **Evaluate Y3 –** Evaluate the concept by **describing** its value to believers and by identifying and **describing** an issue raised. Evaluate human experience of the concepts by **describing** their value to people. **Evaluate Y4 –** **Evaluate, in greater detail,** the concept by **describing** its value to believers and by **identifying and describing** an issue raised.	**Key Religion:** Christianity **Enquiry Question:** What was the impact of Pentecost? **Key Concept:** Community (as the Kingdom of God) **Key Learning:** Know that God's 'kingdom' can mean the community of God. Know that after Jesus' ascension to heaven, His disciples waited for the Holy Spirit. Know the story of Pentecost. Know that Pentecost marks the beginning of God's community on earth. Know ways that Christians may mark or celebrate Pentecost. Know how the presence of the Holy Spirit affects the lives of Christians **Communicate Y3 –** **Describe** their responses to their own experiences of the concept. **Communicate Y4 -** **Describe** their own responses to the human experience of the concept.	**Key Religion:** Judaism **Enquiry Question:** **Key Concept:** Remembering **Key Learning:** Know that Jews and Christians share a belief in the Old Testament and therefore in the creation story. Know that Shabbat means 'he rested' and commemorates the day that God rested from creating the world. Know when Jews remember Shabbat. Know some ways that Jews mark and celebrate Shabbat. Know what the parts of a Shabbat meal symbolise for Jews. **Contextualise Y3 -** **Describe** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. **Contextualise Y4 -** **Describe in greater detail** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a

		Apply Y4 – **Describe and begin to explain** examples of how their responses are, or can be, applied in their own lives and the lives of others.		Evaluate human experience of the concept by **describing** its value to people. By talking with others, recognise, **identify and describe** some issues raised.		religious life in the religion studied.
MFL	<u>Unit name: Greetings and introducing yourself</u> **Year 3 Key learning:** Greet someone using simple phrases Ask and answer the questions about how you are feeling Introduce yourself by giving your name Answer a question with yes or no Say please and thank you Read and write simple sentences about the topic, some from memory **Year 4 Key Learning: (as above)** Additional phrases for greetings and sharing how you are feeling. Introduce someone else, giving their name and using il/ elle	<u>Unit name: Numbers and ages and colours</u> **Year 3 Key learning:** Tell someone your age Answer the register Order lunch using 'Je voudrais' (I would like) and knowledge of colours Read and write simple sentences about the topic, some from memory **Year 4 Key Learning: (as above)** Give someone else's age using higher numbers and il/elle Ask and answers questions about how many objects there are. Use 'C'est' (It is) within sentences. Use 'Il y a' (There are) within sentences.	<u>Unit name: Dates and birthdays</u> **Year 3 Key learning:** Ask and answer questions to say when your birthday is and what the date is today Read and write simple sentences about the topic, some from memory **Year 4 Key Learning: (as above)** Give the date yesterday and tomorrow Ask and answer questions to say when someone else's birthday is using il/elle.	<u>Unit name: Me and My Family</u> **Year 3 Key learning:** Tell someone about my height Introduce someone using 'Voici' (Here is) Explain who is in my family Follow simple classroom instructions Read and write simple sentences about the topic, some from memory **Year 4 Key Learning: (as above)** Describe someone's height using il/elle Additional vocabulary for members of the family	<u>Unit name: Where I live</u> **Year 3 Key learning:** Explain which town and country you live in Explain who you live with Read and write simple sentences about the topic, some from memory **Year 4 Key Learning: (as above)** Explain where someone else lives using il/elle Give further information about where you live using compass points Explain whether you live in a village or a town Explain what type of accommodation you live in e.g. house or flat	<u>Unit name: Weather</u> **Year 3 Key learning:** Ask and answer questions about the weather today Use a simple phrase to ask for help Read and write simple sentences about the topic, some from memory **Year 4 Key Learning: (as above)** Describe the weather in different seasons and in different parts of the country using compass points

Music	**Unit 1 : In the hall of the mountain king** Duration, dynamics and tempo **Dimensions** **Y3** **Duration:** Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre **Dynamics:** Identify, use and understand getting louder and quieter in finer gradations **Tempo:** Identify, use and understand getting faster and slower in finer gradations **Y4** **Duration:** Identify and understand how rhythm patterns fit to a steady beat using 4 metre **Dynamics:** Explore how to use dynamics for expressive effect **Tempo:** Explore how to use tempi for expressive effect **Playing:** Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality **Rehearsing and performing** Develop basic individual and group rehearsal skills including using memory and recall. Recognise why and when to improve. Begin to develop an awareness of now to present a performance Use individual and group rehearsal skills including memory and recall. Recognise which improvements need to be made. Develop an awareness of how to present a performance **Notating**	**Unit 2: Mystic moments** Timbre and texture **Dimensions** **Texture – Y3:** Identify the use and purpose of different layers in music heard, created and performed **Y4:** Identify and use different types of texture exploring different types of layers to add variety and interest to the overall effect **Timbre – Y3:** Identify a range of non-percussion instruments by name (synthesiser) ; distinguish between different ways of playing percussion instruments **Y4:** Identify a wider range of non-percussion instruments by family and name (synthesiser – electronic)**:** further extend the use of percussion instruments **Singing –** Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers Use the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression including more complex rounds and partner songs and in layers **Playing –** Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality **Rehearsing** Develop basic individual and group rehearsal skills including using memory and recall. Recognise why and when to improve. Begin to develop an awareness of now to present a performance Use individual and group rehearsal skills including memory and recall. Recognise which	**Unit 3: Volcanoes** Pitch and structure **Dimensions** **Pitch** **Y3:** Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. major **Y4:** Identify melodic shape and explore different scale patterns (minor) **Structure** **Y3:** Develop understanding of conventional structures. Explore the use of simple ostinati (short repeated patterns) **Y4:** Develop understanding of extended conventional structures and identify the more subtle development of musical ideas. Further develop use of ostinati **Playing** Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality **Rehearsing** Develop basic individual and group rehearsal skills including memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance **Notating** Identify and use a range of graphic notation including basic pitch notation. Introduce basic stave notation if appropriate **Listening and responding** Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas **Describing and discussing** Describe, discuss and start to share opinions about what you hear, the impact of the music	**Unit 4: Anglo-Saxons** Duration, dynamics and tempo **Dimensions:** **Duration:** **Y3:** Identify how rhythm patterns fit to a steady beat and begin to use and understand 2 and 4 metre **Y4:** Identify and understand how rhythms fit to a steady beat using 2 and 4 metre **Dynamics:** **Y3:** Identify, use and understand getting louder and quieter in finer gradations **Y4:** Explore how to use dynamics for expressive effect **Tempo:** **Y3:** Identify, use and understand getting faster and slower in finer gradations **Y4:** Explore how to use tempi for expressive effect *Choose to focus on either vocal or playing skills* Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality **Rehearsing:** *build in rehearsal and practice opportunities* Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance **Notating:** if appropriate Understand and use detailed graphic notation **Listening and responding:** (piece(s) to support the identified learning) Respond to, identify, compare and contrast sounds and music in different

	Identify and use a range of graphic notation including basic rhythm (and pitch notation. Introduce basic stave notation) Understand and use detailed graphic notation. (Use basic stave notation) **Listening and responding** Consider how music illustrates the composer's ideas Consider the devices used by composers to represent ideas musically **Describing and discussing** Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	improvements need to be made. Develop an awareness of how to present a performance **Notating:** Identify and use a range of graphic notation including basic pitch notation Understand and use detailed graphic notation. Use basic stave notation **Listening and responding** Consider how music illustrates the composer's ideas/ consider the devises used by composers to represent ideas musically **Describing and discussing** Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	and the composer's ideas and choices using a growing musical vocabulary	contexts and for different purposes. Consider the devices used by composers to represent ideas musically **Choose key words to use and understand** (vocabulary will be linked to the dimensions and skills above) Describe, discuss and share opinions about what you hear, the context/ purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

PSHE	**Relationships** Families and friendships Safe relationships Respecting ourselves and others **Enquiry Question:** How can I work with others? **Key Learning:** Understand the skills needed to complete tasks collaboratively. Consider when relationships are working well. Recognise when you may need to say 'no' and consider ways to be assertive. Identify a range of feelings in our self and others and recognise how feelings may change in individuals when they are in different situations. Think about strategies to manage situations that could lead to bullying and discuss ways to manage friendships that may lead to unhealthy or unacceptable behaviour.		**Living in the wider world** Belonging to a Community Media literacy and digital resilience Money and work **Enquiry Question:** How can we prepare for changes? **Key Learning:** Children will consider some of the changes that have already happened in their lives and the key people that have helped them during those times. We will discuss positive and negative feelings we experience, how they impact our body and how the onset of puberty can affect emotions and relationships. Children will understand some of the bodily changes that will start to happen and look at similarities and differences between the female and male body. We will discuss the difference between secrets and surprises and list people children could talk to if a secret is making them feel uncomfortable or unsafe.		**Health and Wellbeing** Physical health & mental wellbeing Growing and changing Keeping safe **Enquiry Question:** How can I be the best version of me? **Key Learning:** Develop understanding of uniqueness, our own talents and skills and be able to recognise that other peoples may be different skills. Understand that we are able to make our own choices that others may make different choices and that is ok. Consider ways we can contribute to the health of the environment. Discuss how to respond and react in an emergency situation and how to make a clear and efficient call to the emergency services if necessary. Develop understanding of the concept of basic first aid.	
PE	<u>Unit name: OAA</u> **Key Learning:** Physical: balance, run at speed, run over distance, co-ordination Social: communication, co-operation, collaboration Emotional: determination, resilience, honesty, trust, confidence Thinking: problem solving, evaluation, reflection, create, select and apply Develop co-operation and teamwork skills. Orientate a map and navigate around a grid. Develop observational skills, listening to others and following instructions.	<u>Unit name:</u> Dodgeball **Key Learning:** Physical: throw, catch, dodge, jump, balance, run Social: respect, communication, collaboration Emotional: honesty, perseverance Thinking: comprehension, make decisions, select and apply skills Develop throwing and apply this to a target game. Develop dodging skills to avoid being hit. Develop catching and learn the rules of the skill within this game. Begin to think tactically and apply this to a game. Apply skills and knowledge to compete in a tournament	<u>Unit name:</u> Dance **Key Learning:** Physical: actions, dynamics, space, relationships, balance, jump Social: co-operation, communication, inclusion, collaboration Emotional: confidence, empathy, determination Thinking: observe and provide feedback, select and apply skills, creativity, comprehension Create actions in response to an idea and be able to adapt this using changes of space. Choose actions which relate to a theme. Develop a dance using matching and mirroring. Develop a dance using formations, canon and unison.	<u>Unit name: Gymnastics</u> **Key Learning:** Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, collaboration, communication, respect Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve Develop individual and partner balances. Develop individual and partner balances using apparatus.	<u>Unit name: Tennis</u> **Key Learning:** Physical: throwing, catching, forehand, backhand, rallying, balancing, running Social: co-operation, support and encourage others, collaboration, respect Emotional: perseverance, honesty, determination Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics Develop racket and ball control. Develop returning the ball using a forehand and	<u>Unit name: Cricket</u> **Key Learning:** Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier, balance, catch, run Social: collaboration and communication, respect Emotional: perseverance, honesty, determination Thinking: observing and providing feedback, applying strategies Develop overarm and underarm throwing and apply these to a striking and fielding game. Develop bowling technique and learn the rules of the skill within this game.

	Develop trust whilst listening to others and following instructions. Identify, draw and follow a simple map. Orientate and navigate around a map and draw a route using directions. <u>Unit name: Gymnastics</u> **Key Learning:** Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, collaboration, communication, respect Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve Develop individual and partner balances using apparatus. Develop rotation jumps and sequence building using apparatus . Develop the straight, barrel, forward and straddle roll Assess my straight, barrel, forward and straddle roll. Link actions that flow in a partner sequence using the rolls I have learnt.	<u>Unit name: Football</u> **Key Learning:** Physical: dribble, pass, receive, track, balance, jump, run Social: co-operation, respect, communication Emotional: determination, honesty, persevere, independence Thinking: decision making, comprehension, select and apply, use tactics Develop attacking skills to maintain possession. Develop changing direction and speed when attacking. Recognise when to use different attacking skills. Apply attacking skills to move towards a goal. Use defending skills to delay an opponent and gain possession. Apply skills and knowledge to compete in a tournament.	Develop a dance phrase and perform as part of a class performance. Understand how dynamics, space and relationships can be used to represent a theme. Use actions, dynamics, space and relationships to represent a theme. Order and structure phrases to create a dance performance. <u>Unit name: Basketball</u> **Key Learning:** Physical: run, jump, throw, catch, dribble, shoot, balance Social: working safely, collaboration, support and encourage others Emotional: honesty, determination, perseverance Thinking: exploration, identify areas of strength and areas for development, decision making, use tactics, reflection Develop attacking skills to move towards a goal. Develop passing and moving and play within the rules of the game. Develop movement skills to lose a defender and move into space. Develop defending skills to delay an attacker and gain possession. Use space effectively to create shooting opportunities. Apply skills and knowledge to play games using basketball rules.	Develop control in performing and landing rotation jumps. Develop rotation jumps and sequence building using apparatus . Develop the straight, barrel, forward and straddle roll. Assess my straight, barrel, forward and straddle roll. Link actions that flow using the rolls I have learnt. Link actions that flow in a partner sequence using the rolls I have learnt. Develop strength in inverted movements. Develop strength in inverted movements. Create a 'great' partner sequence to include the skills I have learnt and apparatus. <u>Unit name: Tag Rugby</u> **Key Learning:** Physical: throw, catch, run, change direction, change speed, balance, jump Social: support others, inclusion, communication, collaboration, respect Emotional: determination, honesty, independence, perseverance Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development Develop attacking skills to move towards goal. Develop an understanding of how to defend within the rules of the game.	understand when to use it. Develop the backhand and understand when to use it. Keep a continuous rally going showing increased technique. Use and apply rules and simple tactics. Understand and use rules to manage a game. <u>Unit name: Rounders</u> **Key Learning:** Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run Social: collaboration, communication, co-operate, support and encourage others Emotional: honesty, fair play, confidence, determination Thinking: comprehension, select and apply skills, tactics, make decisions Develop throwing and catching with accuracy and apply these to a striking and fielding game. Develop bowling and learn the rules of the skill within this game. Develop batting technique and understand where to hit the ball.	Develop batting technique and understand where to hit the ball. Develop fielding techniques and apply them to game situations. Play different roles in a game and begin to think tactically about each role. Apply skills and knowledge to compete in a tournament. <u>Unit name: Athletics</u> **Key Learning:** Physical: pace, sprint, jump for distance, throw for distance, balance, run Social: collaboration, leadership Emotional: perseverance, determination, honesty, Thinking: reflection, observing and providing feedback, exploring ideas, comprehension Develop stamina and an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Develop technique when jumping for distance. Develop power and technique when throwing for distance. Develop a pull throw for distance and accuracy. Develop officiating and performing skills.

	Develop strength in inverted movements. Create a 'great' partner sequence to include the skills I have learnt and apparatus. Create a 'great' partner sequence to include the skills I have learnt and apparatus.			Apply rules in attack and defence. Develop movement skills to dodge a defender. Track an opponent and begin to defend as a team. Apply the rules and skills you have learnt and play in a tag rugby tournament	Develop fielding techniques and apply them to game situations. Play different roles in a game and begin to think tactically about each role. Apply skills and knowledge to compete in a tournament	

Spirituality	 **Opportunities for spirituality in the curriculum:** **PSHE –** How do you work as part of a team? (self, others) How can we foster healthy relationships? (self, others, our world) Why do we have relationships? (beyond) **RE –** What do others believe about God? What do I believe? (self, others, beyond) What do Christians learn from the creation story? (beyond) What can I learn? (self) **Music –** What does this music make me feel? (self) What connections does it make me think of? (our world, beyond) **PE –** How can I develop my own skills? How can I support and encourage others? (self, others) **Art -** What is art? (our world, beyond) How has it changed? (self, others) **History -** How has the world changed over time? (our world, beyond) How should we care for our world? (self, our world)	**Opportunities for spirituality in the curriculum:** **PSHE –** How do other people's faith affect you? (self, others) What are the differences/similarities? (our world, beyond) **RE –** Do I celebrate Christmas? Why? How do I celebrate? How do others celebrate? (self, others, beyond) **My Happy Mind –** What makes me special? (self) What makes everyone special? (others, beyond) **PE –** How can I develop my own skills? How can I be a sensitive but critical partner? (self, others) How can I connect with others to create a strong partnership? (self, others) **Science -** Do you think light could also help us feel happy or peaceful inside? (self, beyond) Why might people think light is special? (others, our world)	**Opportunities for spirituality in the curriculum:** **Art –** What are the impacts of natural disasters on a community? (others, our world) How can a community come together to support each other? (others, beyond) **RE –** What is belonging? (self, our world) Do you have a sense of belonging? What are the impacts? (self, others, beyond) How do you know? (self) **PSHE –** How can I be a part of the community and help others? (self, others) What makes a good community? (our world) How can I make a positive impact? (beyond) **Science** - How does the world around us work? (our world, beyond) What role do we play? (self) **History -** What are the impacts of natural disasters? How can we support the less fortunate? (self, others, beyond)	**Opportunities for spirituality in the curriculum:** **PSHE –** How can we make good and kind choices when we use the internet or spend money? (self) How can these choices show what kind of person we want to be? (our world, beyond) Who do they effect? (others, our world) **RE –** How do I welcome others and how do they welcome me? (self, others) How does this effect relationships? (our world) **Music** – How does this music reflect the composer's ideas? (others) **PE –** How can I develop my own skills? How can I be a good partner? (self, others) **Reading –** How do I relate to other cultures different to mine? (self, others) **Science -** Why is it so important for growth and development? (our world, beyond) How do we grow? How can we support our class to grow? (self, others)	**Opportunities for spirituality in the curriculum:** **PSHE –** How can looking after our bodies and feelings help us become the best version of ourselves, inside and out? (self, our world, beyond) What can help you to make good choices? (self) How can I resolve conflict with others? (self, others) **RE** – Why do we value others? (others) Why do we remember and learn about religions? (self, our world) **History –** What are the foundations for a community? (self, others) Why is community important? (our world) **PE –** How can I develop my own skills? How can I encourage others? How can I work as part of a team? (self, others) **Music** - How can music bring together communities? (self) How can it connect people? (others, our world)	**Opportunities for spirituality in the curriculum:** **Geography –** What is my response to learning about my local area? (self, others, our world) What makes me feel connected to my local area and community? (self) **RE –** What are the most important values? How do you live? (self) Is it important to think of others? How do they live? (others, our world) **PSHE –**How can listening to our thoughts and feelings help us make kind and wise choices for ourselves and others? (self, others) **My Happy Mind –** How do I connect with others when we have had a falling out? (self, others) **Science –** How can we ensure that plant life in the world around us thrives? (our world) **Art -** How can creating art from nature and recycled materials help us feel connected to the world and care for it more deeply? (self, others, our world, beyond)

British Values	 **Opportunities to focus on British Values in the curriculum:** • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs **PSHE:** Creating class charters and rules, job lists, introduces Democracy and the Rule of Law supported by the student council vote. **History:** Learning about leadership and decision-making in early societies and Comparing how people lived and worked together (Stone Age to Iron Age) **RE:** Exploring creation stories and different beliefs about beginnings fitting for the start of a new year. Discuss how different faiths show care for others and the world. **Art:** Self-portraits and identity projects linked to stone age art, as well as collaborative art (class displays or group pieces)	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Anti-Bullying Week activities linking to mutual respect and individual liberty. Class council discussions and decisions and understanding and following class rules will explore the Rule of Law and democracy. **History:** Taking part in Remembrance Day and understanding sacrifice and peace. Reflect on peace agreements to explore the rule of law and respect. **RE:** Festivals of Light (Diwali, Hanukkah, Christmas) explore the Tolerance of Different Faiths and Mutual Respect. Exploring how faiths celebrate togetherness and light → Respect / Tolerance **Science:** Group investigations and fair testing that explore Rule of Law and Mutual Respect when working together. Encouraging choice in experiments or presentations to support individual liberty. **PE:** Team games and fair play as well as Voting for captains or choosing activities	**Opportunities to focus on British Values in the curriculum:** **PSHE:** New Year goals and aspirations, making personal choices and setting goals. Classroom discussions on fairness and teamwork to help achieve those goals. **Geography:** Exploring contrasting regions and communities and the different environmental factors. Then discussion and Understanding of how people adapt to different environments. **RE:** Belonging and worship in different faiths such as Judaism. Exploring moral teachings across religions and Reflecting on personal beliefs and identity. **Art:** Exploring cultural designs or patterns links with our values of *Tolerance / Respect. We will work* collaboratively on projects and use shared resources as well as evoke personal creative freedom in design. **Writing:** Persuasive or discussion writing links to fairness, democracy and Individual Liberty. Furthermore exploring myths or moral stories and character studies about fairness and justice.	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Discussing healthy choices and taking personal responsibility. As a whole class discusses fairness, rules and financial decisions. Which promotes respect and the rule of law as well as democracy. **Geography:** Explore the environment, settlements, rivers and community needs as well as discussing environmental impact. This connects with mutual respect and tolerance within our values. **RE:** Explore Easter stories and themes of forgiveness, this links with our mutual respect and tolerance. Compare moral stories and teachings across religion. Whilst reflecting on our own personal faith and beliefs. **PE:** Choosing and leading sequences in gymnastics pupils have choice in their sequence exploring democratic choice in practical scenarios. This also links to mutual respect across students.	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Discussing and making healthy choices concerning your body and mind which links to their individual liberty. Comparing choices with others and challenges as we grow. **History:** Discussing and learning rules and laws and governance in ancient civilisations such as Anglo-Saxons. Considering achievements and cultural contributions. **RE:** Exploring moral teachings and celebrations in different faiths. Impact of pentecost in community life, whilst reflecting on your personal belief and choices. **Science:** Students can explore the force their body holds, making individual choices on different balance, rotation etc. Working in small groups and experimenting will help link to their mutual respect and tolerance of others, using listening skills whilst supporting peers.	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Using discussion and tasks to reflect on personal growth whilst preparing for transition. This can be linked with working in teams and supporting your peers. **RE:** Explore different faiths and festivals (summertime) linking to respect and tolerance of others. Reflect on the moral stories whilst considering personal beliefs. **Geography:** Investigating environmental issues and sustainability specifically in local areas which supports students respecting the environment and taking responsibility. Compared with other areas of the country/world. **Art:** Collaborative summer themed, nature inspired projects. Promotes individual creativity and freedom of expression as well as linking to mutual respect as we discuss other cultural art and designs. **PE:** Outdoor challenges, team games and athletics with

						leadership opportunities and teamwork opportunities for supporting others and mutual respect.

My Happy Minds	Unit name: Meet your brain **Year 3 Key Learning:** How to focus their mind to help them train their brain. About Team H-A-P and their roles in more detail. How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. About Neurons and Neural Pathways and the role the yplay in learning. How to look after their brains to help them to be at their best. **Year 4 Key Learning:** How to train their minds to focus on whatever they want. That this is Neuroplasticity, and they can do anything they put their mind to. How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. How the Amygdala reacts to real and perceived danger. About what triggers their own Amygdala to fight, flight and freeze, and how they can train their brain to calm their Amygdala down. About the brain's structure and how Neurons carry messages to create Neural Pathways. How Neural Pathways help us to form habits. More about how to look after their brains and what happens if they don't. T	Unit name: Celebrate **Year 3 Key Learning:** That scientists discovered that we all have 24 Character Strengths but in different amounts. That we all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. The five main categories of Character Strengths are: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and our World That half of our character is set by genetics and the other half from our experiences. That our character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot strengths in others and how they can be used. That strengths can help them to approach difficult situations. When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy. **Year 4 Key Learning:** That scientists have discovered that we all have 24 Character Strengths, but in different amounts.	Unit name: Appreciate **Year 3 Key Learning:** That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more they show gratitude, the easier it is - they can use Neuroplasticity. How to develop an Attitude of Gratitude What happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. How when they appreciate themselves and feel good about their strengths, they will use them even more. Use Character Strengths to appreciate others too. **Year 4 Key Learning:** How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too.	Unit name: Relate **Year 3 Key Learning:** That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. How the skill 'Stop, Understand and Consider' can help them with friendships. That everyone sees things differently and that this is a positive thing. How to ask 'what do you think about that?' to help them better understand and relate to others. That the more they practise seeing other perspectives, the more the brain will remember it. That Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. That when we listen to friends, they will know that we care for them. **Year 4 Key Learning:** That when they use Stop, Understand and Consider, it gives them time to pause, understand	Unit name: Engage **Year 3 Key Learning:** How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. That they have to 'Believe to Achieve'. How to set their own Big Dream Goals. **Year 4 Key Learning:** That to engage means to pay attention and put effort into something. How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. That they have to Believe to Achieve. How to set their own Big Dream Goals.

	How our minds can feel like a snow globe, leaving us unable to see clearly.	Identify their top Character Strengths out of the following: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and Our World Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build Neural Pathways to create a habit. That Character Strengths can help them solve problems and that everyone uses different strengths. Character Strengths can always help them. That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best.	That the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when we can see everything, we are grateful for, it makes the problems we face a little easier to manage.	where others are coming from and consider how to respond best. When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to their friends when they help. That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too.	