

Autumn				
Autumn 1 – Romans				
<p><b>Literacy:</b> To write a character description (2 weeks) Myths and Legends (2 weeks) To write a recount of Roman day (1 week/ APP) To write a persuasive advert (1 week) To retell a Roman Legend (1 week/ APP)</p> <p><b>Year 3 Maths:</b> Place Value (4 weeks) Addition and Subtraction (4 weeks)</p> <p><b>Year 4 Maths</b> Place Value (5 weeks) Addition and Subtraction (3 weeks)</p> <p><b>History: Romans</b> 1. To know the key events during Roman Britain. 2. To know who the Romans were and why they invaded Britain. 3. To know what the Romans built in Britain. (discuss Watling Street). 4. To know which customs the Romans brought to Britain. 5. To compare Roman towns to modern towns. 6. To know who Boudicca was and why she was important. 7. To know why the Romans left Britain.</p> <p><b>Trip/ Experiences:</b> Roman experience day. Author Visit</p>	<p><b>Science:</b> <b>YR3 – Rocks and Soils</b> 1. To understand what rocks are and what they are used for. 2. To understand that rocks can be grouped based on their appearance. 3. To know which type of rock is the most permeable. 4. To identify the properties of soil. 5. To investigate the properties of different types soil. 6. To know how fossils are formed. 7. To know who Mary Anning was and why she is important.</p> <p><b>YR4 - Living Things and Habitats</b> 1. To identify the characteristics of living things. (MRS NERG) 2. To understand that you can group vertebrates in different ways (<b>taken grouping out of KS1 so can now identify the groups, animals for them and also features</b>) (fish, amphibians, reptiles, mammals and birds) 3. To understand that you can group invertebrates in different ways (grouping - insect, annelids, crustaceans, molluscs, arachnids, echinoderms, protozoa) To use a classification key to group and identify living things (animals) 5. To use a classification key to group and identify living things (plants – not leaves) 6. To understand what causes habitats to change (oceans)</p>	<p><b>RE: Places of Worship</b> 1. To know and recognise the places of worship for different religions. 2. To know the features of a mosque. 3. To know the features of an Islamic service. 4. To know the features of a Hindu temple. 5. To know the features of a Hindu service. 6. To know why places of worship have similarities and differences.</p> <p><b>DT: Siege Towers (systems)</b> 1. To know how to create design criteria based on a given brief. 2. To know how basic gear and pulley ratios work (2:1 and 3:1). 3. To know how to use a brace support to strengthen a frame or structure. 4. To know how to measure and cut lengths of material accurately. 5. To know how to use hot glue to secure separate materials. 6. To know how to create a system of pulleys using axles and a ratio.</p> <p><b>PSHE: Healthy Lifestyles</b> 1. Understand what is meant by the term mental health 2. Understand what is meant by the term emotional health 3. Explore making informed choices for physical health and basic first aid (999) 4. Recognise what affects physical, mental and emotional health 5. Explore making informed choices for diet and what influences these choices 6. Identify how informed choices contribute to a balanced lifestyle</p>	<p><b>Year 3 Music:</b> <b>Environment – composing</b> 1. To create a musical re-telling of a poem 2. To explore timbre to create a descriptive piece of music 3. To develop the lyrics of a song and choose timbre to make an accompaniment. <b>Building – beat</b> 4) To use voices and actions to perform simple rhythms within a steady beat 5) To understand how music can be organised in layers and combine rhythms in layers 6) To make choices about musical structure and create music using own ideas</p> <p><b>Year 4 Music - Music Service</b> <b>Differentiating between pulse and rhythm. Untuned instruments</b> <b>Poetry - performing</b> 1. To look at music notation with reference to metre and accent and use canon and ostinati as accompaniments 2. Use beatbox techniques to imitate the sound of a drum kit and perform a rap with a vocal beatbox accompaniment. 3. Perform a poem with rhythmic accuracy (choral speaking) and balancing voices in a performance. <b>Environment - composing</b> 4. To explore how different timbres can be descriptive 5. To exploring combinations of different timbres to accompany a song and to accompany a song with drone and ostinato on tuned percussion. 6. To explore the descriptive music of two major composers and compose an introduction for a song.</p>	<p><b>Computing: YR3 – Digital Writing (Word and PowerPoint)</b> LO: To know how to format a page (PowerPoint) LO: To know how to format a page (Word) LO: To know how to place and format text on a page. (PowerPoint). LO: To know how to place and format text on a page. (Word).L O: To know how to insert and edit images. LO: To know the difference between ‘save’ and ‘save as’.</p> <p><b>Computing: YR4 – Online Safety and Search Engines</b> LO: To know how a search engine finds results. LO: To know how to use search engines effectively to find appropriate results. LO: To know how to save and share websites safely. LO: To know how webpages are ranked in search results. LO: To know the risks involved in online communication. LO: To know how to select an idea for online research. LO: To know how to use a search engine safely to complete research.</p> <p><b>Year 3 French/Spanish:</b> I am learning French/Spanish</p> <p><b>Year 4 French/Spanish:</b> Myself</p>

<b>Autumn</b>				
<b>Autumn 2 – The Rainforest</b>				
<p><b>Literacy:</b> To write a setting description of the rainforest (1 week). To retell a story – Linked to ‘Ride of Passage’ (1 week/ APP) To write a persuasive advert linked to the rainforest. (2 weeks/S &amp; L/ APP) To plan, rehearse and perform a short report on the rainforest (1 week/ S &amp; L) To write a non-chronological report (1 week) To write a list poem (1 week)</p> <p><b>Year 3 Maths:</b> Multiplication and Division (3 weeks) Money (1 week) Investigations (1 week)</p> <p><b>Year 4 Maths:</b> Multiplication and Division (3 weeks) Length and Perimeter (1 week) Area (1 week)</p> <p><b>Geography -</b> 1. LO: To locate South America and identify major cities. 2. LO: To explain the weather in a tropical climate. 3. LO: To describe and understand the layers of a rainforest. 4. LO: To compare rainforests and UK forests. 5. LO: To understand the impact of deforestation.</p> <p><b>Trip/ Experiences:</b> Year 4 dentist visit Forest School for geography resources</p>	<p><b>Year 3 Science:</b> Animals including Humans. 1. To identify the purpose of a skeleton (form) keep upright 2. To identify the purpose of a skeleton (protection) 3. To identify and label bones in the human skeleton. 4 To know the different types of skeletons. (look at xrays during this lesson) 5. To understand the relationship between muscles and bones. 6. To compare human and animal skeletons</p> <p><b>Year 4 Science: Animals including humans. Food Chains, teeth and digestion</b> 1- To construct and interpret different food chains (use terms producer, predator and prey). 2 – To explore food chains of uncommon animals 3- To know the names of the different types of teeth and their functions. To understand why humans have two sets of teeth. 4- To understand the effects of sugar in teeth (experiment – egg shells) 5. To identify the basic parts of the digestive system. 6.To identify how the digestive system works (make digestive system practically)</p>	<p><b>RE:</b> Festivals and Celebrations 1. To identify special festivals and celebrations in different religions. 2. To know how Diwali is celebrated by Hindu people. 3. To know how Holi is celebrated by Hindu people. 4. To know how Eid-UI-Adha is celebrated by Muslim people. 5. To compare and contrast different religions and their special days.</p> <p><b>Art:</b> White lipped tree frog linked the artist Oenone Hammersley) 1) To know who Oenone Hammersly was and identify her style. 2) To know how to make different shades of the same colour using water colours 3) To know how to control a pencil with increased confidence. 4) To make a background using water colours. 5) To sketch and add colour to the white lipped tree frog. 6) To use a brush to create texture. 7) To use the technique of overlaying to add layers to the surface.</p> <p><b>PSHE: Behaviour</b> - Money and managing it. 1. To identify the purpose of money 2. To understand why people work for money to and recognise the need to save money 3. To explore the idea of tax and contributing to society through VAT payments 4. To explore simple loans and debt 5. To explore how interest works on loans and debts</p>	<p><b>Year 3 Music:</b> <b>Sounds – exploring sounds</b> 1. To learn how sounds are produced, how instruments are classified and aerophones. 2. To learn about idiophones and develop an understanding of call and response. 3. To learn about chordophones and create a call and response. <b>Poetry- performing</b> 4. To create a piece of ‘playground music’ out of layered vocal patterns as part of a performance piece. 5. To explore contrasting moods and effects as part of a performance. 6. To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece</p> <p><b>Year 4 Music:</b> <b>Music service – Tuned percussion.</b> 1. To learn about classifying instruments by the way sounds are produced. To learn some simple beatboxing sounds and sing a song, adding beatboxing sounds. 2. To learn about aerophones and to sing partner songs. 3. To learn about classifying instruments by the way sounds are produced and to explore the combined expressive effects of different instrument groups. 4. To perform verse and chorus structure and Interpret notation 5. To interpret notation and improvising and to understand ABA structure. 6. To perform repeating rhythms, chanting in three parts and perform rondo form.</p>	<p><b>Computing: YR3 – Animation on Scratch (Programming)</b> LO: To know how to sequence instructions in an algorithm. LO: To know how to use events to control the sequence of a program. LO: To know how to create and use a nested loop. LO: To know how to use sound in an animation. LO: To know how to debug code so it works as intended. LO: To digitally share work across platforms and feedback with other users.</p> <p><b>Computing: YR4 – Creating a Presentation</b> LO: To know how to organise slides for a presentation. LO: To know how to add design features to a presentation slide. LO: To know how to present information clearly on a presentation slide. LO: To know how to select and edit images for a presentation slide. LO: To know how to use transitions and animations to improve a presentation. LO: To know how to add hyperlinks between presentation slides. LO: To know how and why to evaluate digital media.</p> <p><b>Year 3 French/Spanish:</b> Language basics</p> <p><b>Year 4 French/Spanish:</b> Family</p>

Spring				
Spring 1 – Indian Adventure				
<p><b>Literacy:</b> To write a play script. (2 weeks) To write a diary entry. (2 weeks) To write a setting description. (1 week - APP) To write a diary entry. (1 week - APP)</p> <p><b>Year 3 Maths:</b> Place Value/ Addition and subtraction (1 week) Multiplication and division (3 weeks) Statistics (2 weeks)</p> <p><b>Year 4 Maths:</b> Multiplication and division (3 weeks) Fractions (3 weeks)</p> <p><b>Geography:</b> Human and physical features of India. <b>Week1-</b> To locate India and identify major cities on a map. <b>Week2-</b> To identify the Physical feature of India. <b>Week3-</b> To understand how the physical features effect the way of life in India. <b>Week4-</b> To understand the main land-uses in India and how this affects the economy. <b>Week5-</b> To understand the impact of industry on the landscape and natural resources.</p> <p><b>Trip Experiences:</b> Indian drumming Year 3 Forest School</p>	<p><b>Year 3 Science:</b> Forces and Magnets 1. To understand that forces are pushes and pulls. 2. To identify that some forces do not need contact. 3. To be able to identify magnetic materials. 4. To explore how magnets behave towards each other. (Is there a pattern in the way that magnets attract and repel each other?) 5. To investigate different types of magnet</p> <p><b>Year 4 Science:</b> States of matter 1. To identify the properties of solids and liquids. 2. To identify the properties of gases. 3. To investigate how temperature affects the states of matter (ice, water, water vapour) 4. To investigate the melting point of different materials (ice, margarine, butter, chocolate) - Do all foods melt at the same temperature? 5. To investigate freezing different liquids (ketchup, oil and shampoo) - Do all liquids freeze?</p>	<p><b>RE:</b> Pilgrimage 1. To understand what a pilgrimage is and the reasons for going on one. 2. To know the difference between a religious pilgrimage and a festival. 3. To know why and where Christians go on a pilgrimage. 4. To know why and where Hindus go on a pilgrimage. 5. To know why and where Muslims go on a pilgrimage.</p> <p><b>Art:</b> Rangoli Patterns. LO: To explore Rangoli patterns and understand their significance. LO: To recreate a Rangoli pattern using paint. LO: To explore different materials for a Rangoli pattern. LO: To design an original Rangoli pattern. LO: To create a final piece of Rangoli art.</p> <p><b>PSHE: Respect and Relationships</b> Understand that people have different views 2. Know that our actions and opinions affect others and how to respond to them with respect 3. Recognise civil partnerships and marriage as a commitment between 2 people 4. Understand that you can be in a committed relationship without getting married 5. Know that civil partnerships and marriage are entered into willingly 6. Know it is a crime to force someone into marriage</p>	<p><b>Year 3 Music:</b> <b>China - pitch</b> 1. To understand the pentatonic scale. 2. To understand pitch through composing, notating and reading graphic notation. To performing a pentatonic song with tuned and untuned accompaniment. 3. To explore the pentatonic scale and play in steps using graphic notation</p> <p><b>Time – beat</b> 4. To identify the metre in a piece of music and play independent parts in more than one metre simultaneously. 5. To identify and perform an ostinato. 6. To recognise and layer rhythms and perform rhythmic ostinati individually and in combination</p> <p><b>Year 4 Music:</b> <b>Music service - Carousel system trying out trumpet, baritone and trombone</b> 1. To learn about verse and chorus song structure and combine four body percussion ostinati as a song accompaniment. 2. To learn about layered structure in a rhythmic ostinato piece and create rhythmic ostinati. 3. To describe the structure of a piece of orchestral music. To read a clock score to play a piece combining drone and melodic ostinati and use rondo structure to build a performance. 4. To explore the pentatonic scale and read graphic notation 5. To describe music using musical and non-musical terms and composing and notating pentatonic melodies 6. To play a pentatonic song with leaps and combining tuned percussion, untuned percussion and singing.</p>	<p><b>Computing: YR3 – Being Safe Online</b> (Online Safety) LO: To know the risks when using the internet. LO: To know how to safely navigate a search engine. LO: To know common risks when using well known websites. LO: To know how to safely communicate with others online. LO: To know how to behave responsibly online. LO: To know how to select important information to display in a poster.</p> <p><b>Computing: YR4 – Coding a Maze Game</b> LO: To know how to use selection to develop algorithms. LO: To know how to program a conditional. LO: To know what a variable is in programming. LO: To know what boolean logic is in programming. LO: To know how to use variables and booleans to create algorithms. LO: To know how to edit algorithms to improve the overall program.</p> <p><b>Year 3 French/Spanish – Animals</b></p> <p><b>Year 4 French/Spanish :My home</b></p>

Spring				
Spring 2 – The Anglo Saxons				
<p><b>Literacy:</b> To write a balanced argument (2 weeks) To write a non-chronological report (1 week – APP) To write a balanced argument. (1 week – APP) To write a newspaper report. (2 weeks)</p> <p><b>Maths:</b> <b>Year 3 Maths:</b> Fractions (2 weeks) Length and perimeter (2 weeks)</p> <p><b>Year 4 Maths:</b> Decimals (3 weeks) Position and direction (2 weeks)</p> <p><b>History:</b> Anglo Saxons To know who the Anglo-Saxons were. 2. To know why the Anglo-Saxons came to Britain. 3. To know what Anglo-Saxon settlements were like. 4. To know how Anglo Saxon society was ruled. 5. To know what the Anglo Saxons gave us.</p> <p><b>Trip Experiences:</b> Portals to the Past experience. Year 4 Forest School</p>	<p><b>Science:</b> <b>Year 3 Science:</b> Light 1. To understand how light helps us see. 2. To understand that light can be reflected. 3. To understand how we can protect our eyes from the sun. 4. To understand how shadows are formed. 5. To identify what makes shadows change.</p> <p><b>Year 4 Science:</b> States of matter – the water cycle 1. To understand the process of evaporation and where it comes in the water cycle. 2. To understand the process of condensation and where it comes in the water cycle. 3. To understand the full process of the water cycle. 4. To understand where condensation and evaporation happen in everyday life. 5. To investigate the rate of evaporation Drying socks using different drying methods.</p>	<p><b>RE: Clothing</b> 1. To understand why people wear religious clothing. 2. To understand different religious clergymen and women’s outfits and their purposes. 3. To identify traditional dress of the Hindu religion. 4. To identify traditional dress of the Muslim religion. 5. To compare and contrast the traditional dress of different religions. .</p> <p><b>DT - Anglo Saxon stew (food)</b> 1. To develop design criteria for an Anglo- Saxon banquet food. 2. To research existing recipes according to a design brief. 3. To design a recipe according to design criteria. 4. To develop chopping and peeling skills. 5. To cook a recipe according to a design brief.</p> <p><b>PSHE: Substances</b> 1 Understand what a habit is 2. Know that it is hard to change habits 3. Understand the term ‘addictive’ 4. Identify common available substances (tobacco, alcohol, energy drinks) 5. Recognise that common available substances can damage health and safety 6. Know that some common available substances are restricted or illegal.</p>	<p><b>Year 3 Music:</b> <b>In the past – pitch</b> 1. To understand pitch and learn to read simple pitch notation. 2. To understand and use pitch notations 3. To read simple rhythm notation and learn a Tudor dance. <b>Communication – composing</b> 4. To represent sounds with symbols. 5. To use voices creatively and expressively. 6. To create and perform from a symbol score.</p> <p><b>Year 4 Music:</b> <b>Music service – Ancient worlds - structure</b></p>	<p><b>Computing: YR3 – Desktop Publishing</b> LO: To know how to organise objects and text on a page. LO: To know how to format and type in text boxes. LO: To know how to recolour images. LO: To know how to arrange and group content. LO: To know how to create and edit a table. LO: To know how to create a document digitally. LO: To edit a printed document.</p> <p><b>Computing: YR4 – Computer Aided Design in Sketch Up</b> LO: To know how to draw 2D shapes. LO: To know how to use the push/pull tool to create 3D shapes. LO: To know how to use an offset tool to add thickness. LO: To know how to use guidelines in a CAD program. LO: To know how to add textures to 3D models.</p> <p><b>Year 3 French/Spanish - My Birthday!</b></p> <p><b>Year 4 French/Spanish - Retell a story.</b></p>

Summer				
Summer 1 – Vikings				
<p><b>Literacy:</b>  <i>To perform and write a poem. (2 weeks)</i>  <i>To write dialogue between characters. (2 weeks)</i>  <i>To write a product description. (1 week)</i>  <i>To write dialogue (1 week – APP)</i></p> <p><b>Maths Year 3:</b>  <i>Fractions (3 weeks)</i>  <i>Time (2 weeks)</i></p> <p><b>Maths Year 4:</b>  <i>Decimals (2 weeks)</i>  <i>Money (2 weeks)</i>  <i>Properties of shape (1 week)</i></p> <p><b>History:</b> Romans            To understand who the Vikings were and why they invaded Britain.            2. To understand the events of the first Viking raid on Lindisfarne.            3. <i>To understand what Viking warriors were like.</i>            4. <i>To understand how the area of Danelaw was established</i>            5. To know how Alfred the Great resisted the Vikings and understand his influence.            6. <i>To understand how the Viking and Anglo-Saxon struggle came to an end.</i></p> <p><b>Trip / Experiences:</b>            Bradwell Abbey trip</p>	<p><b>Science:</b>  <b>YR3 – Plants</b>            1. LO: To identify the different parts of a flowering plant.            2. LO: To identify the lifecycle of a flowering plant.            3. LO: To understand that seeds are dispersed in different ways.            4. To investigate how different conditions effect the growth of a plant.            5. To investigate how water is transported.</p> <p><b>YR4 – Sound</b>            1. To understand what sound is and how it is produced.            2. To understand how sound travels. (string telephones)            3. To investigate which material would make the best ear defenders.            4. To investigate how distance impacts the sound that is heard            5. To investigate pitch and volume of sounds. (different types of instruments – changing tension – size and length)            6. To know that amplitude affects sound.</p>	<p><b>RE: <i>The celebration of Ramadan and Eid-UI-Fitr</i></b>            1. To understand the importance of fasting in religion.            2. To understand why Ramadan is important to Muslim people.            3. To understand how Ramadan is celebrated by Muslims.            4. To identify the similarities and differences between Lent and Ramadan.            5. To understand why Eid-UI-Fitr is important to Muslim people.            6. To understand how Eid-UI-Fitr is celebrated by Muslims.</p> <p><b>DT – <i>Viking purse (textiles)</i></b>            1. To know how to adapt design criteria based on specific needs.            2. To know how to identify existing products that meet design criteria.            3. To select an appropriate material and stitch to meet design criteria.            4. To know how to fix and stitch a pattern.            5. To finish and decorate a pattern to match design criteria.            6. To evaluate a product against design criteria.</p> <p><b>PSHE: <i>Topical debates, problems, events.</i></b>            1. Identify the issues facing our community            2. Know which groups in our community contribute to health and well being            3. Identify the issues facing the world            4. Recognise the importance of sustainable living            5. Understand how to contribute to a sustainable world            6. Explore one issue (of student’s choice) and how people could work towards solving it</p>	<p><b>Year 3 Music:</b>  <b><u>Human body - structure</u></b>            1. To understand call and response structure and perform word rhythms.            2. To sing in two parts and perform call and response structure.            3. To understand and perform binary form and perform call and response.</p> <p><b><u>Singing French – pitch</u></b>            4. To understand pitch through melody and develop a song.            5. To understand pitch through singing and playing a melody.            6. To recognise pitch shapes and read notations to play a melody.</p> <p><b>Year 4 Music:</b>  <b><u>Music service – technique.</u></b>            1. To copy rhythms and a short melody and play ostinati and layering them in a performance            2. To use music to communicate a meaning and compose a rap            3. To play ostinati and layering them in a performance            4. To identify the metre of a new song and play and sing repeated patterns (ostinati) from notation            5. To understand syncopation and using off-beat rhythms in improvisation.            6. To identify how a well-known story has been told in music and create music which tells a story.</p>	<p><b>Computing: YR3 – Scratch Race Game</b>            LO: To know how to use selection to create algorithms.            LO: To know how a conditional functions (works).            LO: To use conditionals to create algorithms.            LO: To know how to use conditionals within selection.            LO: To know what a variable is.            LO: To debug code so it works as intended.            LO: To digitally share work and feedback with other users.</p> <p><b>Computing: YR4 – Scratch Maths Quiz</b>            LO: To know how to code simple questions.            LO: To know how to code questions with more than one answer.            LO: To know how to sequence long algorithms.            LO: To know how to debug code to correct its function.            LO: To know how to program a maths quiz.            LO: To know how to share work online responsibly.</p> <p><b><u>Year 3 French/Spanish - Fruit</u></b></p> <p><b><u>Year 4 French/Spanish: My body</u></b></p>

Summer				
Summer 2 – MK Innovation				
<p><b>Literacy:</b>  <i>To write a letter of complaint. (1 week)</i>  <i>To write a non-chronological report. (1 week)</i>  <i>To write a letter of complaint. (1 week – APP)</i>  <i>To write a non-chronological report. (1 week – APP)</i>  <i>To write a balanced argument, (2 weeks)</i></p> <p><b>Year 3 Maths:</b>  <i>Time (1 week)</i>  <i>Mass and Capacity (2 weeks)</i>  <i>Investigations (1 week)</i></p> <p><b>Year 4 Maths:</b>  <i>Properties of shapes (2 weeks)</i>  <i>Statistics (2 weeks)</i>  <i>Time (2 weeks)</i></p> <p><b>Geography:</b>  <b>Innovation –MK now, then &amp; in the future.</b>  <b>Week1-</b> To locate Milton Keynes and its landmarks.  <b>Week2-</b> To know <b>how</b> land use has <b>changed</b> in Milton Keynes.  <b>Week3-</b> To understand why the population has grown in Milton Keynes.  <b>Week4-</b> To know how industry has developed in Milton Keynes.  <b>Week5-</b> Trip to landmarks??  <b>Week6-</b> To know how Milton Keynes is sustainable.</p> <p><b>Trip Experiences:</b>                      Campbell Park trip                      Parks Trust visit</p>	<p><b>Year 3 Science:</b>  <i>Animals including humans</i>                      1. To identify different types of nutrients. (water, vitamins and minerals – examples of where to find them)                      2. To identify how nutrients help our bodies. (water, vitamins and minerals – also what happens if we are deficient in them)                      3.To identify different types of nutrients (carbohydrates (done in yr2), fibre, protein and fat – example of where to find them                      4.To identify how nutrients help our bodies (carbs (recap from yr2), fibre, protein and fat – also what happens if we are deficient in them)                      5.To investigate the nutritional value of different foods (comparing apple to apple fruit winder for example)                      6. To compare the nutritional needs of different animals (dog and human or cat, human and parrot)</p> <p><b>Year 4 Science: Electricity</b>                      1. To identify and classify electrical items Context: mains, battery powered and none electrical.                      2. To construct and label a circuit.                      3. To know how to draw and interpret circuit diagrams.                      4. To know what is meant by conductor and insulator.                      5. To investigate electrical conductors (does the material light the circuit?)                      6. To make a circuit with a switch.</p>	<p><b>RE:</b>  <i>Special events and traditions</i>                      To know what a sacred occasion is and why are they important to believers.                      2. To understand how Hindus celebrate birth.                      3. To understand how Muslims celebrate birth.                      4. To understand how Hindus celebrate marriage.                      5. To understand how Muslims celebrate marriage.                      To be able to compare traditions between religions (including Christianity and Judaism).</p> <p><b>DT: Kenyan Food</b>                      1. To know how recipes are influenced by the place they come from.                      2. To make choices about a design using preferences. (Vegetables/herbs/spices)                      3. To know how to use a small knife to cut and chop.                      4. To know how to follow a recipe.                      5. To know how to evaluate a design using criteria. 6. To know how to suggest relevant alternatives to a design.</p> <p><b>PSHE: Keeping physically and emotionally safe</b>                      Identify the meaning of the terms risk, danger and hazard                      2. Recognise, predict and assess risks in road safety and in local environment (trains/ canals/lagoons /underpasses)                      3. Understand how school rules ensure health and safety                      4. Know how to keep physically and emotionally safe at school, home and online                      5. Know that we have a responsibility to keep ourselves and others safe                      6. Know where to get help and who helps us keep healthy and safe</p>	<p><b>Year 3 Music:</b>  <b>Ancient worlds – structure</b>                      1. To explore tuned and untuned percussion to create soothing, repetitive music based on ostinati.                      2. To explore musical phrases, melodic imitation and rounds.                      3. To arrange an accompaniment with attention to balance and musical effect  <b>Food and drink – performing</b>                      4. To explore simple accompaniments using beat and rhythm patterns.                      5. To use a score and combining sounds to create different musical textures.                      6. To explore different types of accompaniment.</p> <p><b>Year 4 Music:Music Service – In the past – notation</b>                      1. To learn to play a Renaissance dance from notations and understand simple musical structures                      2. To learn a dance and playing music used for celebrations                      3. To learn a 1960s pop song and create a performance                      4. To combine expressive use of the voice with physical movement and perform sequences of sounds matched to visual sequences                      5. To compose and play sequences of word rhythms and understand and perform rondo structure.                      6. To learn rhythmic and melodic accompaniments for a song and combining them in a performance</p>	<p><b>Computing: YR3 – Digital Art: Mondrian</b>                      1. To know how to use information from webpages to research a topic.                      2. To know how to digitally draw accurate lines and shapes.                      3. To know how to group and order objects.                      4. To know how to create shapes and patterns using multiple programs.                      5. To know how to combine images and media into a single image.                      6. To know how to use a range of digital tools to reproduce a style of art.</p> <p><b>Computing: YR4 – Animating using Animatron</b>                      New program – Objectives to follow</p> <p><b>Year 3 French/Spanish: Vegetables</b></p> <p><b>Year 4 French/SPANish: What is the weather?</b></p>