

Key Skills

Brant Broughton C of E & Methodist



Curriculum Plan Cycle A- Year 3/4

	Autumn			Spring			Summer		
	Christian Value: Thankfulness/Respect			Christian Value: Responsibility/Friendship			Christian Value: Endurance/Honesty		
RE	LAS Additional - Big Questions (Including Christianity): Why do we celebrate?			LAS Compulsory- Community - Hinduism/ Islam (Worship and Celebration. Ways in which worship and celebration engage with/ affect the natural world. Beliefs about creation and natural world).			Y3/ Y6 Wesley Trip LAS Additional- Unit designed by school-Our School Christian values unpicked. (Christian/ Islam/ Hinduism focus).		
PHSE (for further detail, see below)	Health and Wellbeing (minimum of 10 lessons)			Relationships (minimum of 10 lessons)			Living in the Wider World (minimum of 10 lessons)		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community Links with Young Leaders award?	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEARGROUP PROJECT WITH YEAR 6??) Fairtrade links/Global

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		Links to Anti-Bullying week						Goals - No Poverty (1)
Science	<p>Y3 content-Light-</p> <ul style="list-style-type: none"> -Understand that light is reflected from surfaces. -Recognise that shadows are formed when the light from a light source is blocked by a solid object. -Investigate and find patterns in the way the size of a shadow changes. -Compare how things move on different surfaces (friction). -Understand that some forces need contact between two objects and that magnetic forces can act at a distance -Explain the force of gravity. -Explore push and pulls as a force. <p>Magnets</p> <ul style="list-style-type: none"> -Describe how magnets have two poles- one that attracts and one that repels. - Predict and observe how magnets attract or repel each other and attract some materials and not others, depending on which poles are facing. - Investigate the magnetic materials and know that magnets can work through materials. 		<p><i>Yearly Skills</i></p> <p><i>Ask relevant questions using different types of scientific enquiries to answer.</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests using a range of equipment.</i></p> <p><i>Begin to make accurate measurements using standard units (inc data loggers and thermometers).</i></p> <p><i>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</i></p> <p><i>Report findings from investigations including written explanations of results, conclusions, displays or presentations.</i></p> <p><i>Use results to draw simple conclusions and suggest improvements and predictions for setting up further tests.</i></p> <p><i>Look for similarities and differences or changes in data in order to draw conclusions.</i></p> <p><i>Use straight forward scientific language to answer questions or to support findings.</i></p>		<p>Identify/ describe the functions of different parts of flowering plants (inc. roots, stem/ trunk, leaves and flower)</p> <ul style="list-style-type: none"> -Identify requirements for plants for life and growth and how they vary from plant to plant (air, light, water, nutrients, from soil and room to grow). -Investigate the way in which water is transported within plants. -Explore the part that flowers play in the life cycle of flowering plants (inc. pollination, seed formation and seed dispersal). -Identify and describe how animals, including humans, need the right types and amounts of nutrients, that they cannot make their own food but that they get nutrients from what they eat. -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Year 4- Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Could link to Global Goals: 14 Life Below Water; 15 Life on Land</p>			
	<p>Year 3 content- Rocks</p> <ul style="list-style-type: none"> -Compare/ group rocks on their physical properties. 							

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		<p>-Relate simple physical properties of some rocks to their formation (igneous/ sedimentary).</p> <p>-Describe how fossils are formed</p> <p>-Recognise that soils are made from rocks and organic matter to form igneous, sedimentary and metamorphic rock.</p>	
<p>Art</p> <p>Use a variety of media across the year ~ highlight off each term ensuring a mixture has been covered.</p> <p>Paint (ready mix, powder, block)</p> <p>Chalk, Charcoal, pastel, pencils (hard / soft)</p> <p>clay,</p> <p>mod roc, Crayon, ink (printing)</p> <p>pencil Crayon, photographs,</p> <p>fabric (thread, silks)</p> <p>oil,</p> <p>wood (natural leaves etc) felt,</p> <p>collage (paper, Card)</p> <p>wet/dry paper, dyes, paper mache, sponges</p>	<p>Year 3 content-begin to research great artists and designers through time.</p> <p>-Begin to include elements of other artists work in their own.</p> <p>-Be able to appraise the work of other artists and designers and say how their work links to their own.</p>	<p>YEARLY SKILLS</p> <p><i>Experiment</i></p> <p><i>Share experiences</i></p> <p><i>Develop imagination</i></p> <p><i>Respond to experience/ stimulus</i></p> <p><i>Give reasons for their choice of materials</i></p> <p><i>Respond to work of peers, explain how it makes them feel and why they think this.</i></p> <p><i>Plan and critique</i></p> <p><i>Express emotion through art</i></p> <p><i>Express their intention to their audience</i></p> <p><i>Use art to express abstract concept ie love.</i></p>	<p>-Manipulating clay using finger's and tools.</p> <p>-Decoration techniques such as embossing, engraving and imprinting.</p> <p>-Variety of stitching techniques (running, stabbing).</p> <p>-Draw outlines with reference to size and shape.</p>
DT	Food and Nutrition	Use technology safely, respectfully and responsibly; recognise acceptable and	YEARLY SKILLS Design

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	<p>-Understand and apply the principles of a healthy and varied diet.</p> <p>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>-Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Link to PSHE - Healthy Eating</p>	<p>unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p>
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			<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages
Music	<p>Singing Songs for occasions (Autumn and Christmas).</p> <p>Perform in a group using voices and instruments.</p> <p>Sing in a round and in canon.</p>	<p>Listen carefully to recorded music and appraise.</p> <p>Able to describe and compare moods in different pieces of music.</p> <p>Use critique to improve work.</p>	<p>Interpret notation of rhythm (not on a stave).</p>
MFL	<p>Learn how to greet another person and how to introduce themselves.</p> <p>Explore the patterns and sounds of language through songs and rhymes. Link to spelling, sound and meaning of specific words.</p> <p>Join in actions to accompany familiar songs, stories and rhymes.</p> <p>Copy simple vocabulary</p> <p>Attempt to write taught vocab (single words) from memory.</p> <p>Begin to recognise simple words.</p> <p>Use un/una with nouns to identify gender</p>	<p>Repeat words modelled by the teacher. Show understanding with an action to songs or body parts or numbers.</p> <p>Learn specific vocabulary: develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Pets and rooms around the house and places around town (school, swimming pool, library, park, restaurant, bakers, etc.)</p> <p>Name objects and actions and link with a connective.</p> <p>Attempt to write taught vocab (single words) from memory.</p> <p>Use un/una with nouns to identify gender</p>	<p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Learn specific vocabulary: develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Learn Food names and likes and dislikes.</p> <p>Begin to recognise single words and simple written phrases.</p> <p>Use a French dictionary</p> <p>Read and show understanding of simple writing.</p> <p>Use un/una with nouns to identify gender</p>
Geography			<p>-Locate on a map- human characteristics of the UK.</p> <p>- Locate on a map physical characteristics of the UK</p> <p>-Know different types of settlement</p> <p>-Know where food comes from</p> <p>Link to Fairtrade Study</p>

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			<ul style="list-style-type: none"> -Study geographical similarities between regions in the UK -Use maps and atlases to compare different characteristics. -Study geographical differences between regions in the UK.
History		<p>Order events over a larger timescale. Question why something happened and how it impacted people. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic.</p>	

[PSHE Detail](#)

<h1 style="margin: 0;">Years 3 and 4</h1> <h2 style="margin: 0;">Year A</h2>	<h2 style="margin: 0;">PSHE Curriculum Framework Long Term Planning</h2>				
AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y3 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y3 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y3 learning objectives

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<p>H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H16. To learn what is meant by the term 'habit' and why habits can be hard to change</p>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food • about what is meant by a habit • how habits can be hard to change 	<p>R1. To be able to recognise and respond appropriately to a wider range of feelings in others</p>	<p>Feelings and emotions</p> <ul style="list-style-type: none"> • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt 	<p>L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community • how to get their help, including in an emergency
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<p>H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>H6/H7. For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions</p>	<p>Growing and changing</p> <ul style="list-style-type: none"> • to recognise their achievements and set personal targets for the future • about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time 	<p>R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R7. To learn that their actions affect themselves and others</p>	<p>Healthy relationships</p> <ul style="list-style-type: none"> • about listening to others and playing cooperatively • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening 	<p>L7. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>Environment</p> <ul style="list-style-type: none"> □ about looking after the local environment
<p>and when they might need to listen to, or overcome these</p>	<ul style="list-style-type: none"> □ about describing their feelings to others 	<p>R11. To work collaboratively towards shared goals</p>			

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<p>H15. To understand school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H23. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>Links to: Road Safety Week, Anti-Bullying Week; http://worldslargestlesson.globalgoals.org/global-goals/good-health/</p> <p>Global Goals 3 Good Health and Wellbeing (World Religion Day- Sunday 20th January)</p> <p>http://worldslargestlesson.globalgoals.org/#the-goals</p>	<p>Keeping safe</p> <ul style="list-style-type: none"> • about the importance of school rules for health and safety • about how to get help in an emergency • about people who help them stay healthy and safe 	<p>R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicebased language, ‘trolling’, how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>Valuing difference</p> <ul style="list-style-type: none"> • to share their views and opinions with others • about the importance for respect for the differences and similarities between people 	<p>L16. To learn what is meant by enterprise and begin to develop enterprise skills</p>	<p>Money</p> <ul style="list-style-type: none"> • about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe
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