

Key Skills

Brant Broughton C of E & Methodist



Curriculum Plan Cycle B 2020-2021- Year 3&4

	Autumn			Spring			Summer		
	Christian Value: Thankfulness/Respect			Christian Value: Responsibility/Friendship			Christian Value: Endurance/Honesty		
RE	LAS Compulsory God- Christianity (How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church/ How might language within worship express Christian beliefs?)			God- Hinduism/ Islam (How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the divine through these stories? What is the purpose of visual symbols in the Mandir?) What do the main concepts from Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?					
PHSE (for further details see below)	Health and Wellbeing (minimum of 10 lessons)			Relationships (minimum of 10 lessons)			Living in the Wider World (minimum of 10 lessons)		
	<i>Healthy Lifestyles</i>	<i>Growing and Changing</i>	<i>Keeping Safe</i>	<i>Feelings and Emotions</i>	<i>Healthy Relationships</i>	<i>Valuing Difference</i>	<i>Rights and Responsibilities</i>	<i>Environment</i>	<i>Money</i>
	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares Speak out/ Stay safe -	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view https://educateagainsthate.com/teachers/?	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world Links to British Values -	Sustainability of the environment across the world http://worlds largestlesson.globalgoals.org/#the-goals	Role of money; managing money (saving and budgeting); what is meant by interest and loan Links to Fairtrade

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		associated with change	https://learnin.g.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans Anti-bullying week- 12-16 th November World mental health day- 10 th October World Kindness Day- 13 th November Road safety Week- 20 th November	NSPCC Lessons		filter=classroom-resource	Tolerance/Respect		
Science	<p>States of matter - Compare and group materials into solids, liquids and gases.</p> <p>Observe and explain that some materials change state when heated/ cooled and measure temp in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>-Identify common appliances that run on electricity.</p> <p>-Construct a simple series circuit, identifying and naming its basic parts (inc. batteries, wires, bulbs, switches and buzzers).</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p>			<p>Sound-</p> <p>Identify and name how sounds are made, associating some of them with something vibrating.</p> <p>-Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>- Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>-Explain that the sun is the center of our solar system.</p> <p>- Discuss and understand the terms star, galaxy, milky way and universe.</p> <p>- Identify the four seasons and link this to changes in sunlight and weather.</p>			<p>Yearly Skills</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>		

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	Recognise that some common conductors and insulators and associate metals with being good conductors.	- Begin to understand the movement of the earth around the sun and the moons movement around the earth.	<i>Use straight forward scientific language to answer questions or to support findings.</i>
<p>Art Science Art</p> <p><i>Use a variety of media across the year ~ highlight off each term ensuring a mixture has been covered.</i></p> <p>Paint (ready mix, powder, block) Chalk, Charcoal, pastel, pencils (hard / soft) Clay, mod roc, Crayon, ink (printing) pencil Crayon, photographs, fabric (thread, silks) oil, wood (natural leaves etc) felt, collage (paper, card) wet/dry paper, dyes, paper mache, sponges</p>	<p>Mixing tertiary colours (browns, neutrals, flesh). Build up painting techniques (resist work, layering and scraping). Use pencils to create tone and shade and intricate marks when drawing. Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p>	<p>YEARLY SKILLS Experiment Share experiences Develop imagination Respond to experience/ stimulus Give reasons for their choice of materials Respond to work of peers, explain how it makes them feel and why they think this. Plan and critique Express emotion through art Express their intention to their audience Use art to express abstract concept ie love.</p>	
DT	Understand and use electrical systems in their products (for example, series circuits	YEARLY SKILLS Design	

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	<p>incorporating switches, bulbs, buzzers and motors) apply their understanding of computing to program, monitor and control their products.</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> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages</p>	
<p>Music</p>	<p>Perform in a group using voices and instruments. Sing in a round and in canon.</p>	<p>Begin to appreciate and understand different works, composers and traditions. Listen to live music and evaluate impact.</p>	<p>Interpret notation of rhythm (not on a stave). Improvise and compose music for a range of purposes controlling musical qualities.</p>
<p>MFL</p>	<p>Say a simple rhyme from memory; join in with words of a song or storytelling. Pick out known words in an authentic conversation. Begin to recognise simple written phrases.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). Attempt to write simple, short taught phrases from memory.</p>	<p>Be able to form positive and negative versions of phrases.</p>

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	<p>Recognise simple written phrases. Begin to show understanding of more complex written phrases. Use I and you Use adjectives with nouns.</p>	<p>Write simple, short taught phrases from memory. Write simple, short taught sentences from memory.</p>	
Geography	<p>Study geographical similarities between countries in Europe. Study geographical differences between countries in Europe. Locate on a map - human characteristics of Europe and physical characteristics of Europe. Study rivers and mountains. Study volcanos and natural disasters Use aerial photographs Use ordnance survey maps Use satellite maps</p>		
History		<p>Beginning to think about the impact of historical events/ people. -Understanding the differences between primary and secondary sources. - Question why something happened and how it impacted on people long term. - Generate purposeful questions.</p>	

[Addition Guidance for PSHE](#)

Years 3 and
4

PSHE Curriculum Framework Long Term Planning

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Year A					
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
<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>			
<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>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</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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