

LKS2 Year 3	Science		History	Geography			Religious Education
Autumn 1	Light & Shadow ▪ 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 ▪ find patterns in the way that the size of shadows change.		Ancient Egyptians ▪ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history				Human/SS - how to people express commitment to a religion/worldview in different ways? ▪ The importance of rites of passage in terms of religious identity. ▪ The role of baptism (infant and adult) in shaping religious identity in the Christian community. ▪ The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.] ▪ The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.
Autumn 2	Forces & Magnets ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing						Theology – What is the Trinity? ▪ God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). ▪ Jesus: As God incarnate, also known as the Son of God. ▪ Incarnation: Jesus as one of the three persons of the Trinity. ▪ Holy Spirit: God as spiritually active in the world
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Autumn 1	Unit 1 Let your spirit fly ▪ Historical context of musical styles	Bonjour, ca va? (Hello, how are you?) ▪	NSPCC Pants ▪ To revisit the PANTS rules and build confidence in seeking help Sun Safety ▪ To learn how to manage risk in relation to sun exposure, including skin damage and heat stroke Families and people who care for me ▪ To learn about family relationships ▪ To learn about different family structures ▪ To learn about change in families	Textiles <i>Designing</i> •Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. •Produce annotated sketches, prototypes, final product sketches and pattern pieces. <i>Making</i> •Plan the main stages of making. •Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. •Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <i>Evaluating</i> •Investigate a range of 3-D textile products relevant to the project. •Test their product against the original design criteria and with the intended user. •Take into account others’ views. •Understand how a key event/individual has influenced the development of the chosen product and/or fabric.	Egyptian Art ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. ▪ learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	3.2 Computing Science: Computational Thinking We are bug fixers ▪ Debug programs that accomplish specific goals. ▪ Use sequence, selection, and repetition in programs, work with variables and various forms of input and output. ▪ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Fundamentals ▪ Show balance, co-ordination and technique when running at different speeds, stopping with control. ▪ Link running, hopping and jumping actions using different take offs and landing ▪ Jump for distance and height with an awareness of technique ▪ Throw a variety of objects, changing action for accuracy and distance. ▪ Demonstrate balance when performing other fundamental skills. ▪ Show balance when changing direction in combination with other skills ▪ Can co-ordinate their bodies with increased consistency in a variety of activities. Swimming <i>Beginners</i> ▪ Submerge and regain feet in the water ▪ Breathe in sync with an isolated kicking action from poolside. ▪ Use arms and legs together to move effectively across a short distance in the water. ▪ Glide on front and back over short distances. ▪ Float on front and back for short periods of time. ▪ Confidently roll from front to back and then regain a standing position. (For developers and intermediate please see year 4 and 5 respectively)
Autumn 2					Unit 2 Glockenspiel 1 ▪ Introduction to the language of music, theory and composition.		Ball Skills ▪ Dribble the ball with one hand with some control in game situations. ▪ Dribble a ball with feet with some control in game situations. ▪ Use a variety of throwing techniques in game situations. ▪ Kick towards a partner in game situations. ▪ Catch a ball passed to them using one and two hands with some success. ▪ Receive a ball sent to them using different parts of the foot. ▪ Strike a ball with varying techniques. ▪ Change direction with increasing speed in game situations. ▪ Use space with some success in game situations. ▪ Use simple tactics individually and within a team. Gymnastics ▪ Complete balances with increasing stability, control and technique ▪ Demonstrate some strength and control when taking weight on different body parts for longer periods of time. ▪ Demonstrate increased flexibility and extension in their actions. ▪ Choose actions that flow well into one another both on and off apparatus.

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Spring 1 Forest School	Rocks & Fossils (10 weeks) - compare and group together different kinds of rocks on the basis of their appearance - and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter Sustainability- food waste (2 weeks)		Saxons, Scots & Vikings - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.				Philosophy – What is philosophy? How do people moral decisions? - Difference between knowledge, belief and opinion. - The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. - The nature of a philosophical question. - Awareness of variant perspectives about whether some things can be proven. - The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). - Utilitarianism or Hedonism as a way of making moral decisions.
Spring 2	- understand what is food waste - consider what we can do to reduce our food waste			Mountains - A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range. - Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded. - Mountains have their own climates			Theology – What do Muslims believe about God? - The concept of Tawhid. - The impact of Tawhid on Muslims. - The impact of the Qur'an containing the actual words of God. - How the existence of God is explained in Muslim teachings. - How the Muslim view of deity differs from that of other religions.
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Spring 1	Wider Ops (Brass)		Inclusion and belonging - To learn about belonging to a group or community and the importance of feeling that we belong Money Skills: Financial Literacy - How to manage money - Becoming a critical consumer - managing risks and emotions associated with money - Understanding the important role money plays in our life	Structures <i>Designing</i> - Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. - Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <i>Making</i> - Order the main stages of making. - Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.	Cezanne/ Van Gogh - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	3.1 Computing Science: Coding We are programmers - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. - Use sequence in programs, work with variables and various forms of output. - Use logical reasoning to detect and correct errors in algorithms and programs.	Netball - Use a variety of throwing techniques in game situations. - Catch a ball passed to them using one and two hands with some success. - Change direction with increasing speed in game situations. - Use space with some success in game situations. - Use simple tactics individually and within a team. Fitness - Show balance, co-ordination and technique when running at different speeds, stopping with control. - Link running, hopping and jumping actions using different take offs and landing - Jump for distance and height with an awareness of technique - Throw a variety of objects, changing action for accuracy and distance. - Demonstrate balance when performing other fundamental skills. - Show balance when changing direction in combination with other skills - Can co-ordinate their bodies with increased consistency in a variety of activities.
Spring 2				<i>Evaluating</i> - Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. - Test and evaluate their own products against design criteria and the intended user and purpose.		3.3 Information Technology: Media We are presenters - Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information. - Use technology safely, respectfully and responsibly	Tag Rugby - Use a variety of throwing techniques in game situations. - Kick towards a partner in game situations. - Catch a ball passed to them using one and two hands with some success. - Change direction with increasing speed in game situations. - Use space with some success in game situations. - Use simple tactics individually and within a team. Dance - Copy remember and perform a dance phrase. - Create short dance phrases that communicate an idea. - Use canon, unison and formation to represent an idea. - Match dynamic and and expressive qualities to a range of ideas. - Use counts to keep in time with a partner and group.

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Summer 1	Animals Including Humans ▪identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪identify that humans and some other animals have skeletons and muscles for support, protection and movement.		Tudors ▪Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history ▪They should understand how our knowledge of the past is constructed from a range of sources				Human/SS - What difference does being a Muslim make to daily life? ▪Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. ▪Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.
Summer 2 Forest School	Plants ▪identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			North America ▪The largest country in North America is Canada, but the United States of America has the largest population. ▪The most commonly spoken languages are English, French and Spanish. ▪North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA.			
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Summer 1	Unit 3 Three little birds ▪Animals, Jamaica, poetry and the historical context of musical styles		Dental Health ▪To learn about the importance of dental health routines Mental Health & Wellbeing ▪To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people feel good ▪To learn about ways of expressing feelings and emotions and why this is important ▪To learn about managing feelings and emotions in different situations ▪To learn about getting help, advice and support with feelings and emotions Medway Sex Education ▪To learn about friendship – why it is important and what makes a good friend ▪To learn how to maintain good friendships ▪To learn about solving disagreements and conflict amongst ourselves and our peers First Aid – Bites & Stings ▪To learn how to identify when a casualty is having an allergic reaction to a bite or sting ▪Learn how to provide first aid treatment for a casualty who has been bitten or stung ▪Know how to comfort and reassure a casualty who has been bitten or stung ▪Learn how to seek medical help if required	Food <i>Designing</i> •Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. •Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <i>Making</i> •Plan the main stages of a recipe, listing ingredients, utensils and equipment. •Select and use appropriate utensils and equipment to prepare and combine ingredients. •Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <i>Evaluating</i> •Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. •Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	Quentin Blake ▪know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. ▪learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	3.6 Information Technology: Data We are opinion pollsters ▪Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data. ▪Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	Rounders ▪Use a variety of throwing techniques in game situations. ▪Catch a ball passed to them using one and two hands with some success. ▪Strike a ball with varying techniques. ▪Change direction with increasing speed in game situations. ▪Use space with some success in game situations. ▪Use simple tactics individually and within a team. Tennis ▪Strike a ball with varying techniques. ▪Change direction with increasing speed in game situations. ▪Use space with some success in game situations. ▪Use simple tactics individually and within a team.
Summer 2	Unit 4 The Dragon Song ▪Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.						Athletics ▪Show balance, co-ordination and technique when running at different speeds, stopping with control. ▪Link running, hopping and jumping actions using different take offs and landing ▪Jump for distance and height with an awareness of technique ▪Throw a variety of objects, changing action for accuracy and distance. ▪Demonstrate balance when performing other fundamental skills. ▪Show balance when changing direction in combination with other skills ▪Can co-ordinate their bodies with increased consistency in a variety of activities. Cricket ▪Use a variety of throwing techniques in game situations. ▪Catch a ball passed to them using one and two hands with some success. ▪Strike a ball with varying techniques. ▪Change direction with increasing speed in game situations. ▪Use space with some success in game situations. ▪Use simple tactics individually and within a team.

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Autumn 1	Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors		Victorians - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should understand how our knowledge of the past is constructed from a range of sources.				Theology – Where do religious beliefs come from? - God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit) - Sources of authority that explain to Christians the nature of God, eg Bible, experience, creeds - Jesus: as God incarnate, also known as the Son of God. - The Christian belief that Jesus fulfilled prophecies about the Messiah - The Christian belief that humans are made in God’s image, but became sinful and needed saving - Textual theology; considering genre, author, context and audience in relation to the Bible
Autumn 2	Sound - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases			Audley End House - Carry out a survey to discover features of cities and villages - Find the same places on a globe and in an atlas - Label the same features on an aerial photograph as on a map - Plan a journey to a place in the UK			Philosophy – What do we mean by truth? Is seeing believing? - Different views about the nature and existence of God - The difference between knowledge, belief and opinion - The complex nature of concepts such as truth and reality - Debates about whether something can be proven - Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things - Use of the term Waheguru and other titles used for God
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Autumn 1	Unit 1 Mamma Mia Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Le café (The café)	NSPCC Speak Out, Stay Safe - To understand abuse in all its forms and recognise the signs of abuse - To understand that abuse is never their fault, and they have the right to be safe - To know how to get help, and the sources of help available to them, including Childline service. Consent - To learn about giving and asking for permission (consent) - To learn about personal boundaries - To learn about appropriate and inappropriate touch	Electrical Systems <i>Designing</i> - Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <i>Making</i> - Order the main stages of making. - Select from and use tools and equipment to cut, shape, join and finish with some accuracy. - Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <i>Evaluating</i> - Investigate and analyse a range of existing battery-powered products. - Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work	William Morris/ Marianne North - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	4.4 Digital Literacy: Online safety We are bloggers - Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. - Use a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.	Fitness - Demonstrate how and when to speed up and slow down when running - Link hopping and jumping actions with some control. - Jump for distance and height showing balance and control. - Throw with some accuracy and power towards a target area. - Demonstrate good balance when performing other fundamental skills. - Show balance when changing direction at speed in combination with other skills. - Begin to co-ordinate their body at speed in response to a task. Football - Link dribbling the ball with other actions with increasing control. - Change direction when dribbling with feet with some control in game situations - Kick with increasing success in game situations. - Receive a ball using different parts of the foot under pressure. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession
Autumn 2	Unit 2 Glockenspiel 2 Introduction to the language of music, theory and composition.	Les animaux (Animals) - To identify animals and pets - To recognise & use numbers 11-20 - To give someone's name - To describe someone	Play, Like, Share - Recognise when something encountered online ‘doesn’t feel right’ - Identify and resist pressurising and manipulative behaviour - Identify some risks of sharing photos, videos and comments publicly - Explain what privacy settings are used for and how they can help - Give examples of how a child’s online actions can affect others Healthy Sleep - To learn the importance of good sleep				Gymnastics - Use body tension to perform balances both individually and with a partner. - Demonstrate increasing strength, control and technique when taking own and others weight. - Demonstrate increased flexibility and extension in more challenging actions. - Plan and perform sequences showing control and technique with and without a partner. Basketball - Link dribbling the ball with other actions with increasing control. - Change direction when dribbling with feet with some control in game situations - Use a variety of throwing techniques with increasing success in game situations. - Catch a ball passed to them using one and two hands with increasing success. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession

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Spring 1 Forest School	Living Things and their Habitats (10 weeks) - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.		Romans - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should understand how our knowledge of the past is constructed from a range of sources.				Human/SS - How do/have religious groups contributed to society and culture? - Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, “Love your neighbour ...” - Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty). - The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell. - The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. - The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi
Spring 2 Forest School	Sustainability- energy (2 weeks) - understand what energy is - consider how we can reduce our energy use			Volcanoes, Earthquakes & Extreme Weather - The Earth is made up of layers. The top layer, the Earth’s crust, consists of large slabs of rocks, called plates. - The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting. - Earthquakes are measured on the Richter scale, they can cause devastating damage to buildings, roads and land. - When volcanoes erupt, they spew out lava. This is a very hot liquid that destroy anything in its path.			Human/SS - Why is there so much diversity of belief within the Church? - Understand the Church as a global community of Christian believers. - Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. - Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Spring 1	Wider Ops (Brass)	Le temps (Weather)	Challenging Gender Stereotypes - To learn about how negative stereotypes can influence behaviours and attitudes towards different groups of people Keeping Safe at Home - To learn how to assess and manage risks at home Banking & Budgeting - To understand some of the ways to manage money	Mechanical Systems <i>Designing</i> - Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. - Use annotated sketches and prototypes to develop, model and communicate ideas. <i>Making</i> - Order the main stages of making. - Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. - Select from and use finishing techniques suitable for the product they are creating. <i>Evaluating</i> - Investigate and analyse books and, where available, other products with lever and linkage mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make.	Hokusai - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	4.3 Information Technology: Media We are musicians - Use sequence and repetition, work with various forms of input and output. - Be discerning in evaluating digital content. - Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplishes given goals. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour	Dance - Copy, remember and adapt set choreography. - Choreograph considering structure individually, with a partner and in a group. - Use action and reaction to represent an idea. - Change dynamics to express changes in character or narrative. - Use counts when choreographing short phrases. Swimming <i>Developers</i> - Confidently and consistently retrieve an object from the floor with the same breath. - Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. - Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. - Combine gliding and floating on front and back over an increased distance. - Float on front and back using different shapes with increased control. - Comfortably demonstrate sculling headfirst, feet first and treading water. (For beginners and intermediate please see year 3 and 5 respectively)
Spring 2		Le transport (Transport)					Tennis - Strike a ball using varying techniques with increasing accuracy. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession OAA - Accurately follow instructions given by a peer and give clear and usable instructions to a peer. - Confidently communicate ideas and listen to others before deciding on the best approach. - Plan and apply strategies to solve problems. - Identify key symbols on a map and use a key to help navigate around a grid. - Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

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Summer 1	States of Matter - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		World War II - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-a significant turning point in British history, for example, the first railways or the Battle of Britain. - A local history study-of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.				Philosophy – What does sacrifice mean? - At least one interpretation of the term 'sacrifice' - The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam - Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. - Humanist views on altruism and charity, considering the reasoned approach to these.
Summer 2	Animals Including Humans - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.			Rainforests - Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn. - Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines. - A rainforest has many layers of vegetation (plants) growing within it. All these plants grow to different heights and create layers within the rainforest.			
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Summer 1	Unit 3 Stop! Grime, Classical, Bhangra, Tango, Latin Fusion	Les vacances, ou vas-tu? (Holiday – where are you going?)	Mental Health & Wellbeing - To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people feel good - To learn about ways of expressing feelings and emotions and why this is important - To learn about managing feelings and emotions in different situations - To learn about getting help, advice and support with feelings and emotions Drugs & Alcohol - To learn about the safe use of medicines and household products Medway Sex Education - To learn about some physical changes experienced during puberty - Learn about the biological changes that happen to males and females during puberty - To learn about personal hygiene during puberty First Aid - To identify a casualty who is having an asthma attack - Learn how to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma - To learn to seek medical help, if required, for someone who is having an asthma attack	Food <i>Designing</i> - Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <i>Making</i> - Plan the main stages of a recipe, listing ingredients, utensils and equipment. - Select and use appropriate utensils and equipment to prepare and combine ingredients. - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <i>Evaluating</i> - Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	Nature up Close: pottery - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	4.1 Computing Science: Coding We are software developers - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. - Use sequence in programs, work with variables and various forms of output. - Use logical reasoning to detect and correct errors in algorithms and programs.	Athletics - Demonstrate how and when to speed up and slow down when running - Link hopping and jumping actions with some control. - Jump for distance and height showing balance and control. - Throw with some accuracy and power towards a target area. - Demonstrate good balance when performing other fundamental skills. - Show balance when changing direction at speed in combination with other skills. - Begin to co-ordinate their body at speed in response to a task. Rounders - Use a variety of throwing techniques with increasing success in game situations. - Catch a ball passed to them using one and two hands with increasing success. - Strike a ball using varying techniques with increasing accuracy. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession
Summer 2						4.2 Computing Science: Coding We are makers - Debug programs that accomplish specific goals. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work	Tennis - Strike a ball using varying techniques with increasing accuracy. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession Cricket - Use a variety of throwing techniques with increasing success in game situations. - Catch a ball passed to them using one and two hands with increasing success. - Strike a ball using varying techniques with increasing accuracy. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession