

LEYS FARM JUNIOR SCHOOL
Curriculum Overview
Year 3/4 – Summer Term 2025 Medium Term Plan
Topic: When in Rome...

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • Home-School Planners checked • Class Charter (including school rights) • School Council • Subject Ambassadors • Dyslexia Gold Assessments updates • Pupil progress meeting • English, Maths and Standards Scrutiny • ScholarPack assessment update end of term • Class track assessments part of PPA 	<ul style="list-style-type: none"> • Return to school – Wednesday 20th April • Multiplication Tables Check – Monday 2nd June to Friday 13th June • Visit to Lincoln Castle – Thursday 19th June 	<ul style="list-style-type: none"> • Entry point – What do I already know? Metacognition • Class Story – Escape from Pompeii • Reciprocal class text - The Nothing to see here hotel • Homework – TT Rockstars/Ed Shed/Purple Mash • PE - Daily Mile • Brain breaks - Go Noodle/Cosmic Yoga, BBC Supermovers • Science - Explorify • Exit point – Metacognition/Display/Sharing work
<u>English (Reading/ Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum: Focus on Vocabulary – (morphology, words in context connotations, shades of meaning), Retrieval (skimming and scanning) Explanation, Inference and Prediction (begin to use evidence from the text to justify) Sequence/Summarise (Text labelling/ annotating) <u>Reading</u></p>	<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum: <u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use diagonal and horizontal strokes needed to join letters? • Can I understand which letters are best left un-joined? 	<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum: <u>Phonics</u> Little Wandle Rapid Catch Up <u>Grammar</u></p> <ul style="list-style-type: none"> • Can I identify noun phrases? • Can I explore types of sentences?

<ul style="list-style-type: none"> • Can I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks? • Can I read books that are structured in diverse ways and read for a range of purposes? • Can I identify main ideas drawn from more than one paragraph and summarise these? • Can I identify how language, structure, and presentation contribute to meaning? • Can I discuss words and phrases that capture the reader's interest and imagination? • Can I participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say? <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:</p> <ul style="list-style-type: none"> • Can I listen and respond appropriately to adults and peers? • Can I ask relevant questions to extend my understanding and knowledge? • Can I use relevant strategies to build my vocabulary? • Can I give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings? 	<ul style="list-style-type: none"> • Can I increase the legibility, consistency, and quality of my handwriting? <p><u>Writing</u></p> <p><i>Can I retell the story of Romulus and Remus?</i></p> <p><i>Can I write a diary entry– x2 Escape from Pompeii and Nothing to See Here Hotel</i></p> <p><i>Can I write a newspaper article linked to The Nothing to See Here Hotel?</i></p> <p><i>Can I write a biography of Julius Caesar?</i></p> <p><i>Can I write a limerick?</i></p> <ul style="list-style-type: none"> • Can I discuss writing like that which I am planning to write to understand and learn from its structure, vocabulary, and grammar? • Can I draft and record by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures? • Can I organise paragraphs around a theme? • Can I evaluate by assessing the effectiveness of my own and others' writing and suggesting improvements? • Can I identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own work? 	<ul style="list-style-type: none"> • Can I extend my sentences using more than one clause? • Can I use the present perfect form of verbs in contrast to the past tense? • Can I select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition? • Can I use conjunctions, adverbs and prepositions to express time and cause? • Can I use fronted adverbials? • Can I use commas after fronted adverbials? • Can I indicate possession by using the possessive apostrophe with plural nouns? • Can I use and punctuate direct speech? • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun? <p><u>Spelling</u></p> <p>List coverage: Year 4</p> <ul style="list-style-type: none"> • Can I use homophones? • Can I spell words spelled with 'c' before 'i' and 'e'? • Can I spell words with 'sol' and 'real'? • Can I spell words containing 'phon' and 'sign'? • Can I spell words with prefixes 'super,' 'anti' and 'auto'? • Can I spell words with the prefix 'by'?
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<ul style="list-style-type: none"> • Can I give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings? • Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments? 	<ul style="list-style-type: none"> • Can I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning? • Can I assess the effectiveness of my own and others' writing? • Can I propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning? 	<ul style="list-style-type: none"> • Can I spell challenging words? • Can I spell plurals with possessive apostrophes? • Can I spell revision words? <p>Year 3: Bridge to Spelling intervention with MB</p> <p>Spelling Shed List coverage:</p> <ul style="list-style-type: none"> • Can I spell using words from the Y3/4 statutory word lists? (statutory word list) <p>Words ending in –ly – exceptions Challenge words Words ending with suffix –er Words where the digraph ch makes a k sound Words ending in –gue and –que Words where the digraph sc makes a s sound Words that are homophones Challenge words Words ending in –sion Challenge words Revision</p>
<p style="text-align: center;"><u>Maths</u></p>		

<p><u>Prior Learning/Knowledge:</u></p> <p>Children will have some understanding of tenths and relate these to decimals. This will be built on this term as Y4 work through understanding tenths and hundredths and relating these to the context of money. When telling the time, children should already be fluent with months and years and hours in a day. They will be able to tell the time to the nearest minute and understand the 24-hour clock. Children will understand the names for the lines used in 2D shapes and be able to draw these accurately. They will be able to compare the angles and understand turns. They will have a grasp of 3D shapes and some properties.</p> <p><u>Focus:</u></p> <p>Fractions B</p> <ul style="list-style-type: none"> • Can I add fractions? • Can I add fractions and mixed numbers? • Can I subtract fractions? • Can I subtract fractions from whole amounts? • Can I subtract from mixed numbers? • Can I find unit fractions of an amount? • Can I find non-unit fractions of an amount? • Can I reason with fractions of an amount? <p>Vocabulary: Fraction, Numerator, Denominator, Mixed Number, Improper Fraction, Equivalent Fractions, Simplify, Common Denominator, Whole Number,</p>	<p><u>Decimals</u></p> <ul style="list-style-type: none"> • Can I express tenths as fractions? • Can I express tenths as decimals? • Can I represent tenths on a place value chart? • Can I show tenths on a number line? • Can I express hundredths as fractions? • Can I express hundredths as decimals? • Can I represent hundredths on a place value chart? • Can I express halves and quarters as decimals? • Can I make a whole using decimals? • Can I partition decimals? • Can I compare and order decimals? • Can I round decimals to the nearest whole number? • Can I divide a number by 10? • Can I divide a number by 100? <p>Vocabulary: Tenths, fractions, decimals, place value, chart, number line, hundredths, halves, quarters, whole, partition, compare, order, round, divide.</p> <p><u>Money</u></p> <ul style="list-style-type: none"> • Can I understand pounds and pence? • Can I write money using decimals? • Can I convert pounds and pence? • Can I compare amounts of money? • Can I estimate with money? • Can I add money? 	<ul style="list-style-type: none"> • Can I identify distinct types of polygons? • Can I draw polygons? • Can I recognise symmetry? • Can I identify 3-D shapes? <p>Vocabulary: Turns, angles, compare, order, lines, triangles, quadrilaterals, polygons, draw, symmetry, 3-D shapes.</p> <p><u>Position & Direction</u></p> <ul style="list-style-type: none"> • Can I describe position using coordinates? • Can I plot coordinates? • Can I draw 2-D shapes on a grid? • Can I translate on a grid? • Can I describe translation on a grid? <p>Vocabulary: Coordinates, position, plot, 2-D shapes, grid, translate, translation, axis, horizontal, vertical, X-axis, Y-axis, origin, reflection, rotation, symmetry, transformation.</p> <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Can I interpret and create pictograms? • Can I interpret bar charts accurately? • Can I draw bar charts based on given data? • Can I compare data to find sums and differences?
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<p>Subtracting from a Whole, Unit Fraction, Non-Unit Fraction, Fraction of an Amount, Reasoning</p> <p>Time</p> <ul style="list-style-type: none"> Can I tell the time to 5 minutes? Can I tell the time to the minute? Can I read the time on a digital clock? Can I use a.m. and p.m. correctly? Can I convert between analogue and digital times? Can I convert between 12-hour and 24-hour clock times? Can I understand hours, minutes, and seconds? Can I find and use durations? Can I understand years, months, weeks, and days? <p>Vocabulary: Time, analogue, digital, clock, a.m., p.m., duration, minutes, seconds, hours, 12-hour, 24-hour, convert, duration, months, weeks, days, years.</p>	<ul style="list-style-type: none"> Can I subtract money? Can I find change? Can I solve problems with money? <p>Vocabulary: Pounds, pence, decimals, convert, compare, estimate, add, subtract, change, solve, problems, money.</p> <p>Shape</p> <ul style="list-style-type: none"> Can I identify turns and angles? Can I identify distinct types of angles? Can I compare and order angles? Can I identify types of lines? Can I identify distinct types of triangles? Can I identify distinct types of quadrilaterals? 	<ul style="list-style-type: none"> Can I interpret line graphs? Can I draw line graphs based on given data? Can I use two-way tables to organize and interpret data? Can I collect and represent data accurately? <p>Vocabulary: Key, Symbol, Frequency, Representation, Data, Categories, Axis, Scale, Bars, Label, Total, Greater, Less, Equal, Line, Plot, Trend, Row, Column, Intersection, Tally, Survey, Organise.</p> <p>Additional Maths Teaching</p> <p>Daily:</p> <ul style="list-style-type: none"> Counting/ Tables TT Rockstars Flashback Assessment for Learning Problem-Solving and Reasoning <p>Weekly:</p> <ul style="list-style-type: none"> Arithmagicians Times Tables Rapid recall]/fact family
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>Children will have an awareness of techniques, including control and use of materials, with creativity, experiment, and an awareness of distinct kinds of art, craft design.</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Children will understand designing linked to past topics including food products. They will be able to make simple joins using glue. They will understand</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Light</u></p> <p>Explore how things work (nursery- Light)</p> <p>Talk about the differences in materials and the changes they notice (nursery- Light)</p>

<p>Developed work in sketch books recording observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, fabric.</p> <p><u>Focus:</u></p> <p>Technique: Printmaking/Drawing/ Collage (Mosaic)</p> <p><u>Artist/Movement:</u></p> <p>Pietro Cavallini/Antoni Gaudi Byzantine/Modernist</p> <p>Pupils will be taught: Texture, pattern, colour, line, and tone</p> <ul style="list-style-type: none"> to use sketch books to record their observations and to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, sculpture with a range of materials – collage/printmaking; about renowned artists, architects, and designers in history <p>Printmaking:</p> <p>Pupils make their own printing block using corrugated card and string/polystyrene. They design a pattern after researching Roman patterns and press print their</p>	<p>how to strengthen some materials. They will know some properties of materials.</p> <p><u>Focus:</u></p> <p>Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry, and the wider environment].</p> <p>Design</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 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>	<p>Describe what they see, hear, and feel when outside (Reception- Light) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with sense (y1- animals including humans) Describe the simple physical properties of everyday materials (Y1 – Materials)</p> <p><u>Animals including Humans</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. (Y1 - Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. (Y1 - Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets). (Y1 - Animals, including humans) Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air). (Y2 - Animals, including humans) Describe the importance for humans of exercise, eating the right amounts of distinct types of food, and hygiene. (Y2 - Animals, including humans)</p> <p><u>Focus:</u> Light</p> <ul style="list-style-type: none"> Can I understand what light is? Can I identify primary and secondary sources of light? Can I investigate how and why light is reflected?
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<p>pattern using or more colours. They explore using more than one motif to create a pattern. They design a Roman pattern for display and use sketchbooks to show the journey.</p> <p>Collage:</p> <p>Pupils research Roman mosaic and comment on these. They experiment with mosaic tiles/mosaic squares to create a design. Pupils recreate well known Roman designs and use these for inspiration for their own Roman like designs. They use a mosaic technique to create and complete a tile coaster. Pupils look at colour and pattern within their design.</p> <p>Pupils collect and refine ideas in sketchbooks.</p> <p>Can I interpret the work of Pietro Cavallini? Can I describe Byzantine movement? Can I describe the colour used in Cavallini artwork and describe my favourite piece? Can I create designs/mosaics in the style of Cavallini? Can I complete my Roman collage? Can I evaluate my design?</p> <p>Can I discuss Antoni Gaudi? Can I explore the modernist approach? Can I annotate my favourite Gaudi design? Can I create a mosaic design inspired by Gaudi? Can I create a Roman style print inspired by Gaudi? Can I evaluate my designs?</p> <p><u>Vocabulary:</u></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. • Understand and use mechanical systems in their products. • Apply their understanding of computing to program, monitor and control their products. <p>Design and make a money pouch?</p> <p>Can I explore a range of money containers? Children will study, describe, and compare a variety of different money containers. They may then either examine some money containers – drawing and labelling them or answer questions about a variety of money containers.</p> <p>Can I learn how to sew a range of stitches? Children will identify ways in which money containers have been joined by sewing, then either practise joining scrap material by hand sewing, or practising decorative hand sewing techniques.</p> <p>Can I gather ideas for designing a money container? Children will begin to develop ideas for making a</p>	<ul style="list-style-type: none"> • Can I understand how and why light from the Sun can be dangerous? • Can I explore how different objects are visible in various levels of lighting? • Can I investigate how shadows are formed? • Can I identify patterns in the way that shadows are formed? • Can I plan an investigation to find which objects are translucent, transparent, and opaque? <p><u>Vocabulary:</u></p> <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p><u>Focus:</u></p> <p><u>Biology – Animals including Humans</u></p> <p>Can I explore how animals get the right type of nutrition through their food? Can I identify the nutrients contained in food? Can I recognise that skeletons and muscles are for support, protection, and movement? Can I identify and name bones within the skeleton? Can I compare different skeletons? Can I give reasons why different animals have different skeletal structures? (Compare and contrast different animals) Can I investigate patterns? (WS)</p> <p><u>Vocabulary:</u></p>
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<p>Printing: Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p>Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality, hade, tone, value, pressure, cross hatching, hatching, stippling, blending.</p> <p>Collage: Dying, Quilting, Paper and plastic trappings, Textiles, Stitch, Cut, Join, look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect.</p> <p>Online galleries: Cavallini Gaudi</p>	<p>money container, either by cutting, folding and Joining paper to explore ideas or constructing model containers using given templates.</p> <p>Can I design a money container? Children will draw and annotate designs for money containers for an 'audience' of their choosing. Alternatively, they may design a money container for a given audience and/or purpose.</p> <p>Can I make a money container using textiles? Children will, based on previously completed designs, make money containers using hand sewing techniques.</p> <p>Can I evaluate my complete product? Children will show and evaluate their finished money containers, either individually or in small groups.</p> <p><u>Vocabulary:</u> Container, Stitch, Sew, Create, Design, Style, Flap, Pouch, Attach, Embellish.</p> <p><u>STEM</u> <u>STEM Money</u></p>	<p>Animals including Humans: Eat well, carbohydrate, protein, fibre, fats, dairy, sugars, fruits, vegetables, nutrients, oxygen, skeleton,</p>
<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<u>Prior Learning/Knowledge:</u>	Pupils have basic knowledge and understanding beyond the local area including the United Kingdom	<u>Prior Learning/Knowledge:</u>

<p>The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente.</p> <p>What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have). Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language.</p> <p><u>Focus:</u></p> <p>Children will focus on learning several objects which can be found in the classroom. They will be able to discuss items they have in their pencil case.</p> <p><u>Classroom: En Classe:</u></p> <p>Can I repeat, remember, and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner?</p> <p>Can I change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are?</p> <p>Can I recall in spoken and written form what I have and do not have in my pencil case?</p> <p><u>My home: Chez Moi:</u></p> <p>Can I say and write whether I live in a house or an apartment with high accuracy?</p>	<p>and Europe, North and South America. They will recollect the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Pupils can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography.</p> <p><u>Focus:</u></p> <p><u>Comparing Campania to the UK</u></p> <p><u>EQ:</u></p> <ol style="list-style-type: none"> 1. Where do I live and where is Campania? 2. How can I describe position of places in the world? 3. What are some physical and human features of the UK? 4. What are some human and physical features of Campania? <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Where the UK is in relation to Italy. • Why Italy has a different climate to the UK. • That the UK is made up of four countries: England, Wales, Scotland, and Northern Island. • Campania is an area with active earthquakes and volcanoes due to its position near a fault line. • Name and compare some human and physical aspects of the UK and Campania. <p><u>Disciplinary Knowledge:</u></p>	<p>Pupils have a knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p><u>Focus: Romans' Impact on Britain</u></p> <p><u>EQ:</u></p> <p>What was early Rome like?</p> <p>How was the Roman Empire organised?</p> <p>Why were the Romans so successful at invading?</p> <p>What was lifelike in Roman Britain?</p> <p>Why did the Roman Empire end?</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • What life was like in early Rome for distinct groups of people. • How the Roman army was organised into legions and this organisation meant they were successful invaders. • Where the Roman Empire stretched to, and how they managed to conquer Britain. • That the Roman Empire ended, but this did not immediately mean life changed for people living in Britain. <p><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> • Historians need to understand physical geography of areas to understand civilizations. • A lack of evidence from ancient times makes it difficult to interpret what life was like. We must
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<p>Can I say and write where my house or apartment is after I have heard the options available to me? Can I repeat and recognise most of the ten rooms of the house with their correct gender in French? Can I spell over half of these words unaided from memory with good accuracy? Can I ask somebody what rooms they have or do not have in their home and answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me?</p> <p><u>Vocabulary:</u></p> <p>Un livre, un cahier, un crayon, un stylo, un taille-crayon, un baton de colle, une regle, une calculatrice, une trousse, une gomme, un sac a dos, des ciseaux. Une maison, un apartment, en ville, un salon, un bureau, a la montagne, au bord de la mer, a la campagne, dans un village, une buanderie, un garage, une chambre, une salle a manger, une salle de bains, un sous-sol, un jardin, une cuisine.</p> <p><i>(Language Angels)</i> Language Angels</p>	<ul style="list-style-type: none"> • Talk about the features in their local environment and compare it with another they know. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Distinguish between the Northern and Southern hemisphere on both a world map and a globe. • Explain what a place is like and why. • Begin to use longitude and latitude to identify position. <p><u>Vocabulary:</u> <i>Continent, Longitude, Latitude, Equator, Hemisphere, Tropics, Peninsula, Terrain</i></p>	<p>look at different sides of the argument and produce 'best fit' theories.</p> <ul style="list-style-type: none"> • Civilizations can come to an 'end,' but this does not mean that huge changes happen straight away. <p><u>Vocabulary:</u> <i>Artefact, Empire, Annexe, Military Alliance, Fleet, Emperor, Peninsula, Settlement, Kingdom, Revolt, Occupation, Outnumber, Roman Fort, Legions, Civil War</i></p>
<u>Music</u>	<u>Computing</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>Previous Charanga units covered in Y3 & Y4. Musically, students are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit, and year. As</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Children should be able to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They have been</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>The structure of Jigsaw lessons helps to provide a safe learning environment where children can explore the knowledge and ideas they have through engaging activities and safe, respectful discussions.</p>

<p>well as this, there is also a Musical Spotlight to each unit.</p> <p><u>Focus:</u></p> <p><u>(Charanga)</u></p> <p>Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <ul style="list-style-type: none"> • Can I confidently identify and move to the pulse of the music? • Can I describe how musical dimensions (e.g., dynamics, tempo, pitch) work together in a song? • Can I explain how a piece of music makes me feel and why? • Can I listen carefully and respectfully to others' opinions about music? • Can I use musical vocabulary when discussing music? <p>Lean on Me</p> <p>Blackbird</p> <p>Reflect, Rewind & Replay</p> <p><u>Composer of the Month</u></p> <ul style="list-style-type: none"> • Claudio Monteverdi (1567–1643) – His opera <i>L'incoronazione di Poppea</i> (1643) is based on 	<p>able to create and debug simple programs. They will use logical reasoning to predict the behaviour of simple programs. Children have used technology purposefully to create, organise, store, manipulate and retrieve digital content. They can recognise common uses of information technology beyond school. Children can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><u>Focus:</u></p> <p>There are strong links between Logo and Mathematics, and it might be beneficial to incorporate Maths angle and shape work into lessons whilst doing 2Logo work. If children have not used floor turtles or the 2Go program lower down the school, then familiarity with these might be beneficial for some students. This series of three lessons will provide the children with the knowledge and understanding to create simple and more complex animations using 2Animate on Purple Mash.</p> <p><u>Vocabulary:</u></p> <p>Internet, Key words, Reliability, Results page, Search Engine, Monitor, Keyboard, Mouse, Touchpad, CPU, Motherboard, RAM, Hard Drive, Power Supply Unit, Cooling Fan, Input Device, Output Device, Printer, Speakers, Microphone, Scanner, USB Flash Drive, External Hard Drive, Cloud Storage, CD/DVD, Wi-Fi, Ethernet Cable, Router, Bluetooth, Artificial</p>	<p><u>Focus:</u></p> <p>Jigsaw Piece...</p> <p>Healthy Me:</p> <ul style="list-style-type: none"> • Can I recognise how different friendship groups are formed and how I fit into them? • Can I understand the roles of leader and follower in a group and recognise the role I take on in different situations? • Can I understand the facts about smoking and its effects on health? • Can I recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure? • Can I recognise when people are putting me under pressure and explain ways to resist this? • Can I tap into my inner strength and know how to be assertive in challenging situations? <p>Vocabulary: Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Role, Leader, Follower, Assertive, Agree, Disagree, Pressure, Peers, Guilt, Advice, Smoking, Vaping, Liver, Disease, Anxiety, Fear, Belief, Opinion, Right, Wrong, Strength, Assertiveness.</p> <p>Relationships:</p>
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<p>the Roman Emperor Nero and his mistress Poppea.</p> <ul style="list-style-type: none"> • Hector Berlioz (1803–1869) – <i>Les Troyens</i> (1858) is an opera inspired by Virgil’s <i>Aeneid</i>, which tells the story of Rome’s legendary origins. • Ottorino Respighi (1879–1936) – <i>Roman Trilogy</i> (<i>Fountains of Rome</i>, <i>Pines of Rome</i>, <i>Roman Festivals</i>) are orchestral tone poems celebrating ancient and modern Rome. • Carl Orff (1895–1982) – <i>Carmina Burana</i> (1936) is based on medieval Latin texts, which were influenced by Roman literature and philosophy. • Hans Zimmer (b. 1957) – Composed the famous <i>Gladiator</i> (2000) soundtrack, which evokes the grandeur and drama of ancient Rome. 	<p>Intelligence, Machine Learning, Algorithm, Neural Network, Data, Automation, Chatbot, Robot, Deep Learning, Pattern Recognition, Speech Recognition, Image Recognition, Virtual Assistant, Self-Driving Car, Smart Device, Bias, Ethics, Decision-Making, Supervised Learning, Unsupervised Learning, AI Model, Big Data, Computer Vision, Natural Language Processing (NLP), Augmented Reality, Virtual Reality, Micro: bit, LED Display, Buttons, Sensors, Accelerometer, Compass, GPIO Pins, USB Cable, Battery Pack, Python, Make Code, Blocks, Bluetooth, Radio Signals, Input, Output, Variables, Loops, Conditional Statements, Coordinates, Light Sensor, Temperature Sensor, Gesture Control, Data Logging, Debugging, Algorithm, Program, Code.</p> <p><u>4.7 Effective searching:</u></p> <p>Can I locate information on the search results page? Can I use search effectively to find out information? Can I assess whether an information source is reliable?</p> <p><u>4.8 Hardware Investigators</u></p> <p>Can I understand the various parts that make up a desktop computer? Can I recall the various parts that make up a computer?</p> <p><u>4.10 Artificial Intelligence</u></p> <p>Can I understand the basic concept of artificial intelligence? Can I explore how artificial intelligence can assist and</p>	<ul style="list-style-type: none"> • Can I recognise situations that can cause jealousy in relationships and suggest strategies to problem-solve when this happens? • Can I identify someone I love and express why they are special to me? • Can I tell you about someone I know that I no longer see and understand that we can remember people even if we no longer see them? • Can I recognise how friendships change, know how to make new friends, and manage when I fall out with my friends? • Can I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having one? • Can I show love and appreciation to the people and animals who are special to me? <p>Vocabulary: Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Denial, Anger, Sadness, Pain, Hopelessness, Depression, Vulnerable, Insecure, Love, Souvenir, Memento, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable, Appreciation, Symbol, Care.</p>
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	<p>benefit us? Can I understand the potential applications & impact of AI in the future? Can I understand how artificial intelligence is being used to create music and art?</p> <p><u>4.11 Micro: bits</u></p> <p>Step Counter Night Light Rock, Paper, Scissors. Making some dice.</p>	
<u>Religious Education</u>	<u>Physical Education</u>	<u>Meta-Cognition Session</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>Children have looked in detail at Christian and Hindu faiths during the autumn and spring term.</p> <p><u>Focus:</u></p> <p>Christianity and Hinduism Consolidation of learning from autumn and spring terms.</p> <p>Key Question: What are the main similarities and differences between Christianity and Hinduism?</p> <p><i>Lincolnshire Syllabus</i> Can I compare Christian and Hindu creation stories? Can I compare Christian and Hindu Gods? Can I compare Christian and Hindu messengers? Can I compare Christian and Hindu symbols? Can I compare the Christian and Hindu beliefs?</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u> Athletics, Rounders', OAA, Tennis</p> <p><u>Athletics</u> Can I develop the sprinting technique and improve on your personal best? Can I develop changeover technique in relay events? Can I develop jumping technique in a range of approaches and take off positions? Can I develop throwing for distance and accuracy? Can I develop throwing for distance in a pull throw? Can I develop officiating and performing skills?</p>	<p>WINK-What I Now Know about...</p> <p>Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving?</p> <p>Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct?</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Draft a poem • Create a map • Write a song • Design a poster • PowerPoint presentation

<p>Can I compare Christian and Hindu places of worship? Can I compare Christian and Hindu ceremonies? Can I compare Christian and Hindu artefacts? Can I compare Christian and Hindu pilgrimages? Can I compare Christian and Hindu prayer? Can I compare Christian and Hindu stories? Can I compare two religions?</p> <p><u>Vocabulary:</u> Christmas, Incarnation, Easter, Resurrection, Salvation, Parable, Samaritan, God, Symbols, Creation, Evolution, Good news bible, Focus, Pastoral, Descendant, Vestment, Lectern, Communion, Eucharist, Protestant, Anglican, Diocese, Dharma, Reincarnation, Vedas, Pilgrimage, Sanskrit, Symbol, Ahimsa, Puja, Guru, Moksha, Mandir, Brahman, Aum, Karma, Samsara Hinduism, Hindu, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja.</p>		<ul style="list-style-type: none"> • Create a ppt/digital presentation. <p>A Double Page Spread (A3) can be completed.</p>
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