



Beckers Green Primary School

**Lower Key Stage Two
Curriculum Plan Year B**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Raiders of the Dark Ages		River Deep, Mountain High		Weaving a Way through Braintree	
	Saxons to Vikings		Mountain, rivers and coasts		Local History Study	
Text	Yr 3 The Owl who was Afraid of the Dark Yr 4 Firework Maker's Daughter Supplementary Reading Skills: Poetry Volume 2 (Y3), Picture Books 1 (Y4), Armistice Day (Y4), Light & Shadows (Y3)		Yr 3 Fantastic Mr Fox Yr 4 The Butterfly Lion Supplementary Reading Skills: Rivers (Y4), Keeping Healthy (Y3), Teeth (Y4), Children's Classics (Y3)		Yr 3 The London Eye Mystery Yr 4 The London Eye Mystery Supplementary Reading Skills: States of Matter (Y4), Disney Songs (Y3), Notable People Volume 2 (Y4), Internet safety (Y3)	
Visitor/ trip	Viking Day		Visit to River Blackwater and Maldon Estuary		Warner Textile Archive (Braintree Museum)	
Outcomes	<p>Outcomes Week 1: Purpose: Writing to instruct Genre: recipe Theme: friendship/bullying https://www.literacyshed.com/anti-bullying-shed.html</p> <p>Week 2-3: Purpose: Writing to inform Genre: newspaper report Theme: report on artefacts</p> <p>Week 4-6: Purpose: Writing to entertain Genre: chapter of a story Theme: write own chapter of a chosen story</p>	<p>Outcomes Week 1-3: Purpose: Writing to explain Genre: explanation text Theme: how do shadows change shape?</p> <p>Week 4-6: Purpose: Writing to entertain Genre: poetry Theme: fireworks/Halloween</p>	<p>Outcomes Week 1-3: Purpose: Writing to persuade Genre: letter Theme: persuading council to improve litter situation at the River Blackwater</p> <p>Week 4-6: Purpose: Writing to inform Genre: non-chronological report Theme: poster about rivers</p>	<p>Outcomes Week 1-3: Purpose: Writing to entertain Genre: chapter of a story Theme: write own chapter of 'The Otter who wanted to know'</p> <p>Week 4-6: Purpose: Writing to inform Genre: biography Theme: Bear Grylls</p>	<p>Outcomes Week 1-3: Purpose: Writing to recount Genre: recount Theme: trip to Weaver Textile Archive</p> <p>Week 4-6: Purpose: Writing to entertain Genre: fictional diary entry Theme: historical fiction – factory child</p>	<p>Outcomes Week 1-2: Purpose: Writing to entertain Genre: poetry Theme: summer</p> <p>Week 3-5: Purpose: Writing to inform Genre: leaflet/booklet Theme: The History of Bradford Street</p> <p>Week 6: <i>Transition</i></p>

Writing	<p>Skills and knowledge</p> <p>Year 3</p> <p>Can begin to use paragraphs independently.</p> <p>Can use full stops, capital letters, question marks, exclamation marks, commas for lists, fronted adverbials, inverted commas and apostrophes more consistently.</p> <p>Can use original similes and onomatopoeia</p> <p>Can write opening sentences.</p> <p>Can write in third person.</p> <p>Can use adverbs of manner and speech – gingerly/harshly</p> <p>Can use adverbs to show time, place and manner</p> <p>Can set a mood with description</p> <p>What are vowels and consonants?</p> <p>When do I use a and an?</p> <p>What are nouns, verbs, adverbs and adjectives?</p> <p>What are clauses?</p> <p>What are pronouns and personal pronouns?</p> <p>What is a noun phrase?</p> <p>Year 4</p> <p>Can use three ed fronted adverbials.</p> <p>Can use where, when, how fronted adverbials.</p> <p>Can use powerful speech verbs – stammered.</p> <p>Can use exact adjectives – russet.</p> <p>Can add ing to verbs to make adjectives.</p> <p>Can use metaphor.</p> <p>Can build on a simile with ing verbs. e.g. as fast as a fat watermelon rolling down a hill.</p> <p>Can show not tell with adverbials of manner.</p> <p>Can use apostrophes for possession more consistently</p> <p>Can use a range of conjunctions.</p> <p>What are determiners and possessive pronouns?</p> <p>What are conjunctions?</p> <p>What is an expanded noun phrase?</p> <p>What is the difference between a phrase and a clause?</p> <p>Revisit previous year knowledge.</p>	<p>Skills and knowledge</p> <p>Year 3</p> <p>As in first term</p> <p>Can use paragraphs independently</p> <p>Can create double more/less sentences e.g. the more he waited, the more his stomach churned.</p> <p>Can describe through specific detail e.g. the white, speckled owl.</p> <p>Can use when and where fronted adverbials.</p> <p>Can use prepositional phrases to add detail to sentences.</p> <p>Can use adjectives of condition – ie) rusty</p> <p>Can use sentences of three with commas – he..., he..., he ...</p> <p>What is a main clause?</p> <p>What is a compound sentence?</p> <p>What are prepositions?</p> <p>When do I use apostrophes for omission?</p> <p>Year 4</p> <p>As in first term</p> <p>Can show emotion in writing with adverbials – with or without/ing/ed.</p> <p>Can take a viewpoint in writing.</p> <p>Can write two clause complex sentences with commas.</p> <p>Can use ellipses to indicate pauses.</p> <p>Can use rhetorical questions.</p> <p>What is a subordinating conjunction?</p> <p>What is a subordinate clause?</p> <p>What is a complex sentence?</p> <p>What are ellipses?</p> <p>How do I use inverted commas and reporting clauses for speech?</p> <p>How do I use apostrophes for possession?</p> <p>What is a prepositional phrase?</p> <p>Revisit Term 1</p>	<p>Skills and knowledge</p> <p>Year 3</p> <p>As in first two terms</p> <p>Can create double adjective sentences e.g. the small, plump woman bustled through the colourful, noisy market</p> <p>Can use powerful verbs for action.</p> <p>Can use inverted commas for speech.</p> <p>Can use an increasing range of cohesion.</p> <p>Can use full stops, capital letters, question marks, exclamation marks, commas for lists and fronted adverbials, inverted commas and apostrophes consistently.</p> <p>Year 4</p> <p>As in first two terms</p> <p>Can use adverbs for frequency or possibility.</p> <p>What are adverbs of frequency and probability?</p> <p>Why is 'we was' wrong?</p> <p>How do I use an apostrophe for plural nouns?</p> <p>Revisit first 2 terms</p>
	Spelling	<ol style="list-style-type: none"> Prefix in- Prefix im- Prefix il- and ir- Prefix sub- and super- Prefix inter- Prefix anti- and auto- Adverbs of manner Adverbs of time Adverbs of place Nouns ending in -ation Year 3&4 Word List 1 Year 3&4 Word List 2 	<ol style="list-style-type: none"> Word ending sounds /zhuh/ spelt -sure Word ending sounds /cher/ spelt -ture Words ending /shuhn/spelt -sion Words ending /shuhn/spelt -ssion Words ending /shuhn/spelt -tion Words ending /shuhn/spelt -cian Suffix -ous with no change to the root word Suffix -ous with no root word Suffix -ous where - our is changed to -or before -ous is added Suffix -ous where - the word ends in -y become i Suffix -ous where root words end in e Suffix -ous - consolidation

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Years	Raiders of the Dark Ages		River Deep, Mountain High		Weaving a Way through Braintree	
3 & 4	Saxons to Vikings		Mountain, rivers and coasts		Local History Study	
Science	Working scientifically Across the year, children will develop seven skills through scientific investigation: <ul style="list-style-type: none"> • asking questions • making predictions • setting up tests • observing and measuring • recording data • interpreting and communicating results • evaluating 		Lower Key Stage 2 National Curriculum statements <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative [and fair] tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements [and raise further questions]. • Identifying differences, similarities [or changes] related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. 			
	Changes of state Y4/M1 <ol style="list-style-type: none"> 1. Is this material a liquid or a solid? 2. How is temperature measured? 3. What difference does temperature make to how quickly the ice block melts? 4. What are melting and freezing? 5. Are spaces really empty? 6. What is evaporation and how does it help to get things dry? 7. Where did the water come from? 8. Where does the rain come from? 	Sound Y4/M5 <ol style="list-style-type: none"> 1. How are sounds made? 2. How do sounds reach our ears? 3. How can we change the volume of sound? 4. How does the volume of a sound change as we move away from the source? 5. How can we change the pitch of a sound? 6. What affects the pitch of a plucked note? 	Movement and nutrition for the human body Y3/M4 <ol style="list-style-type: none"> 1. What nutrition do we get from our food? 2. Which nutrients are in school dinners? 3. What is in a human skeleton? 4. How do muscles help humans to move? 5. How are vertebrates and invertebrate bodies supported? 6. Are all vertebrate skeletons the same? 	Digestion and food chains Y4/M4 <ol style="list-style-type: none"> 1. Where does all the food we eat go? 2. What teeth do humans have? 3. What do teeth do in the digestive system? 4. What happens to food after we put it in our mouths? 5. What do animals eat? 6. What do animal teeth tell us? 	Light and shadows Y3/M2 <ol style="list-style-type: none"> 1. What do we need to see? 2. Which object is the most reflective? 3. How are shadows made? 4. Is my shadow like me? 5. How can we change the size of a shadow? 	Flowering plants life cycle Y3/M6 <ol style="list-style-type: none"> 1. What is inside a flower? 2. What is animal pollination? 3. What is wind pollination? 4. What are fruits? 5. How are seeds dispersed?
	TAPS assessment Teeth (eggs) in liquids WSS: evaluate	Ice cream WSS: observe and measure	Magnet tests WSS: set up enquiry	Investigating skeletons WSS: ask questions and plan	Eco action WSS: interpret and report	Cars down ramps WSS: record

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History	<p>Anglo-Saxons</p> <p>Chronology: When did the Saxons invade? When did they rule?</p> <p>Learning from sources: What does Sutton Hoo tell us about the Saxons?</p> <p>Compare and contrast: Why did the Saxons invade? Were their methods of invasion the same as other invaders? Where did they live?</p> <p>Legacy: What did the Saxons do for Britain? BV2</p> <p>Vocabulary: CE/BCE, sources, Anglo Saxon, Jutes, Angles, Saxons, invade, kingdom, evidence, artefact, tribe, settlement</p> <p>Year 4 will be able to use knowledge of Roman Britain to support this learning</p> <p>Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Harriet Tubman, Muhammed Ali, Maya Angelou BV3,4</p>	<p>Vikings</p> <p>Chronology: When did the Vikings invade? When did the Vikings leave?</p> <p>Learning from sources: What sources can we use to tell us about the Vikings? What is a primary source? Are all these sources reliable?</p> <p>Compare and contrast: Why did the Vikings invade? Was it the same reason as the Saxons and Romans? How did they beat the Saxons? What land features were they looking for? Did they settle?</p> <p>Legacy: What did the Vikings do for Britain? BV2</p> <p>Vocabulary: Danegeld, wergeld, longship, pagan, pillage, raid, monastery, Jorvik, Lindisfarne,</p>	<p>Revisit:</p>	<p>Weaving a way through Braintree</p> <p>Chronology: When was Braintree established as a settlement? What do Roman roads tell us about the history of Braintree? When did the weaving industry in Braintree begin? When was the industrial revolution?</p> <p>Learning from sources What can we learn from the Domesday book about the history of Braintree? What evidence is there of the Weaving industry in Braintree? What does the architecture of Bradford Street tell us about the people who lived in Bocking?</p> <p>Compare and contrast How did the industrial revolution change the life of people in Braintree? Why did children work in factories? What were the conditions like in a Victorian factory? Is it different today? BV3</p> <p>Legacy: What part of the Weaving industry remains today?</p> <p>Vocabulary: Domesday book, charter, loom, weaving, medieval, timbered, merchant, clothier, fuller, architecture, cottage industry, industrial revolution</p> <p>KS1 recap – Victorians and trip to Braintree museum.</p>		

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Geography	<p>Recap KS1 knowledge – countries and counties of UK and seas.</p> <p>Knowing places in the world Where is Denmark, Germany and the Netherlands in an atlas and on a globe? Where are/was Northumbria, Essex, Wessex, Sussex, East Anglia, Mercia and Kent on a UK map?</p> <p>Physical and human geography Why did the Anglo-Saxons settle where they did in the UK? What natural resources would they have looked for?</p> <p>Using geographical skills Using atlases Create maps to show Anglo-Saxon invaders.</p> <p>Vocabulary: settlement, Scandinavia, kingdom, county</p>	<p>Knowledge of places in the world: Where is Norway, Sweden and Denmark in an atlas and on a globe? What seas would invaders have crossed to get to our shores? Where are York, Lindisfarne, Wessex and the Viking territories on a UK map?</p> <p>Physical and human geography What made the settlements attractive to the Vikings? What features would have been helpful to their survival? Vocabulary: settlement, North Sea, Northumbria</p>	<p>Knowing places in the world: Where does the River Blackwater begin and end? Is it known by any other name? Where is the highest mountain in the UK? Identify the Essex coastline – what are the key ports and resorts?</p> <p>Physical and human geography: How is a river formed? How does a river change as it journeys to the sea? What happens when a river reaches the coast? What is a source, meander, oxbow lake, tributary, gorge, marsh, delta and estuary? What is the water cycle? What are the key physical features of the land around the River Blackwater? What is the land like around the Blackwater Estuary? How have humans benefitted from the estuary location? How are mountains formed? What are the human and physical features in the area around the highest mountain in the UK? How does the port of Harwich compare to the resort of Southend on Sea?</p> <p>Using geographical skills: Using atlases, grid references and compass points Can use fieldwork to draw maps with keys and symbols Can compare and contrast places using geographical language</p> <p>Fieldwork: Carried out on trip to Estuary and river. Collect data and sketches</p> <p>Vocabulary: source, meander, oxbow lake, tributary, gorge, marsh, delta, estuary, port, resort, trade, industry, leisure, evaporation, condensation, plates, crust, mantle, core, altitude</p>	<p>Recap KS1 topic Super me on Braintree.</p> <p>Knowing places in the world: Identify Braintree on a map of the UK Identify key trade routes for Braintree weaving industry.</p> <p>Physical and human geography: Why did people originally settle in Braintree – what features attracted them?</p> <p>Using geographical skills: Use maps of different scales Use compass directions to describe position</p> <p>Fieldwork: Carrying out careful observations of the local area – recording notes and sketches.</p> <p>Vocabulary: local, regional, national, trade route, Domesday book</p>		

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Art	<p>Outcome: Painting in the style of Georgia O’Keeffe</p> <p>Skills - Painting Comment on similarities and differences of own and other’s work Experiment in creating mood and feelings with colour using a number of brush techniques (splashes, washes, bleeds and scratches) Poster paints: use sponging stippling splattering and layering Holding the brush correctly. Using the side of the brush to spread colour. Can work in different scales</p> <p>Knowledge Who is Georgia O’Keeffe? The range of flowers painted by Georgia O’Keeffe Artist Study: Georgia O’Keeffe Vocabulary: enlarged, modern, abstract, representation, flowers (carnations, roses, larkspurs, hollyhocks)</p>	<p>Outcome: Collage of Viking longboat in the sea</p> <p>Skills - Collage Can use cutting and overlapping skills Make paper coils Can use montage Collage from other cultures Can use cutting and overlapping skills Cutting precisely Abstract collage with shapes that tessellate with one another Experiment in striking effect work with a limited colour pallet Make repeated attempts – Austin’s butterfly</p> <p>Knowledge Know that collage is used in a range of cultures Vocabulary: montage, overlap, background, foreground, tessellation Artist study: Hannah Hoch</p>	<p>Outcome: a print in the style of Andy Warhol</p> <p>Skills - Printing Printing use polystyrene tiles – use stencils to produce negative and positive monoprints. Cut shapes and designs from polystyrene and stick on to a printing block Build up layers of colours to make prints of 2 or more colours Explore and collect visual ideas Comment on similarities and differences of own and other’s work</p> <p>Knowledge Identify work created by Andy Warhol Vocabulary: monoprints, relief printing, screen printing, abstract Artist study: Andy Warhol</p>	<p>Outcome: a painting using selected media (oil or watercolour paint) of a river scene (Maldon)</p> <p>Skills - Painting Study the techniques used by Monet and Constable to paint water, selecting chosen media Use a watercolour technique to create a graduation wash Use one side of the brush to spread colour and the point to add detail</p> <p>Knowledge To know that brushes can be used in a range of ways to create different effects To know that the same scene can be recreated using different media Vocabulary: media/medium, oil pastels, watercolours, preference Artist study: Monet/Constable</p>	<p>Outcome: clay slab enhanced with colour using digital art</p> <p>Skills - Sculpture Use a ‘relief’ technique to build up features on a slab of clay. Look at clay work from other cultures. Roll coils, scratch and use slip to join them.</p> <p>Skills - Digital Can take digital images of things people have made and manipulate them using effects and cropping. Use animation software to illustrate stories. Manipulate digital images in software to change mood/emotion.</p> <p>Knowledge To know that artistic techniques can be combined for effect To know that different software can be used to manipulate images of artwork Vocabulary: relief, manipulate, crop, enlarge Artist study: Donatello</p>	<p>Outcome: Sketch of Bradford Street in the style of Stephen Wiltshire</p> <p>Sketching Use a view finder to help with sketching Make repeated attempts – Austin’s butterfly Sketch lightly (so there is no need to use a rubber) Use different grades of pencil at different angles to show different tones Use the sketch technique to move on from single line representations Make a variety of hatching and cross hatching to represent texture and form Can use and annotate a number of sketches to base work on Artist Study: Stephen Wiltshire Vocabulary: hatching, cross-hatching, texture, gradient, represent</p>

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D&T	<p>Product: a bookmark</p> <p>Purpose: to keep the page in a book</p> <p>Audience: self or family member</p> <p>DT area: textiles</p> <p><u>Design:</u> to research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose</p> <ul style="list-style-type: none"> - to generate develop, model and communicate their ideas through discussion and annotated sketches following practice of skills <p><u>Make:</u></p> <ul style="list-style-type: none"> - to use cross-stitch to decorate fabric - to select from and use a wider range of materials and components, including textiles, and colours, according to their functional properties and aesthetic qualities <p><u>Evaluate:</u> to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>Product: Easter packaging</p> <p>Purpose: to protect a chocolate egg & to appeal to the user</p> <p>Audience: self or family member</p> <p>DT area: shell structures</p> <p><u>Design:</u> Generate ideas and design criteria collaboratively focusing on the needs of the user and purpose of the product – should analyse existing products Create a prototype based on a sketch – communicate ideas to whole class</p> <p><u>Make:</u> Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy – consider finishing techniques for aesthetic quality. Explain their choice of materials based on functionality and aesthetics.</p> <p><u>Evaluate:</u> Evaluate existing shell structures including, materials, components and techniques used. Test and evaluate their own products against design criteria and the intended user and purpose. Vocab: shell structure, three dimensional, shape, net, cube, cuboid, prism, vertex, capacity, adhesives, tabs, corrugating, prototype</p>		<p>Product: a bread-based product</p> <p>Purpose: to be eaten after Sports Day</p> <p>Audience: self</p> <p>DT area: food & nutrition</p> <p><u>Design:</u> Generate ideas through discussion to develop design criteria to meet needs of variety of users. This should include allergies and dietary requirements as well as taste and practical use – use knowledge of Eatwell plate Use annotated sketches and create clear recipes to communicate ideas. Research web based recipes to support design.</p> <p><u>Make:</u> Select and use appropriate utensils and equipment. Follow hygiene and food safety requirements Select from a range of ingredients to make appropriate food products, thinking about design criteria.</p> <p><u>Evaluate:</u> Carry out evaluations of a range of ingredients and record findings in tables/graphs. Evaluate the product with reference to the design criteria and the views of others.</p> <p>Knowledge Know about a range of fresh and processed ingredients appropriate for their product and identify whether they are grown, reared or caught. Know about food hygiene and safety standards Vocab – texture, hygienic, seasonal, varied diet</p>	

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Music	Topic music – King Arthur (Purcell) – Battle depiction Charanga Unit Let your spirit fly (steps 1 and 2) Genre: R&B Instruments: Glockenspiel Instrumental notes: C, F, G Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Charanga Unit Stop! (steps 1 and 2) Genre: rap Instruments: N/A Instrumental notes: N/A Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music –The Hebrides (Mendelssohn) Charanga Unit Glockenspiel stage 1 (steps 1 and 2) Genre: N/A Instruments: Glockenspiel Instrumental notes: D, E / D, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music –La Mer (Debussy) Charanga Unit Blackbird (steps 1 and 2) Genre: pop Instruments: Glockenspiel Instrumental notes: C, B Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Canon in D (Pachelbel) – this has inspired pop songs such as Memories (Maroon 5) and Don't Look Back in Anger (Oasis) Charanga Unit The Dragon Song (steps 1 and 2) Genre: pop Instruments: Glockenspiel Instrumental notes: G Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Symphony No. 5 (Bruckner) – this inspired Seven Nation Army (The White Stripes) Charanga Unit Reflect, rewind, replay (steps 1 and 2) Genre: revision Instruments: Glockenspiel Instrumental notes: revision Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch
PSHE	Being Me in My World <u>Y3 themes</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <u>Y4 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour BV1, 2, 3, 4	Celebrating Difference <u>Y3 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice <u>Y4 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour BV1,2,3	Dreams & Goals <u>Y3 themes</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting <u>Y4 themes</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes BV4	Healthy Me <u>Y3 themes</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices <u>Y4 themes</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength BV4	Relationships <u>Y3 themes</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <u>Y4 themes</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals BV3,4	Changing Me <u>Y3 themes</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition <u>Y4 themes</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

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Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation BV2,4		Project Evolve: Online Bullying, Managing Online Information BV2,4		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership BV2,4	
	Teach Computing (NCCE): The Internet Year 4 Equipment: Chromebooks Apps/software/sites: https://padlet.com/	Teach Computing (NCCE): Desktop Publishing Year 3 Equipment: Chromebooks or laptops Apps/software/sites: Adobe Spark or Canva or MS Publisher	Teach Computing (NCCE): Photo Editing Year 4 Equipment: Laptops Apps/software/sites: paint.net (app)	Teach Computing (NCCE): Data Logging (replace with 'Branching Databases' if no access to data loggers) Year 3 Equipment: Data loggers (not currently in school) Apps/software/sites: N/A	Teach Computing (NCCE): Events and Actions Year 3 Equipment: Chromebooks or laptops Apps/software/sites: Scratch 3	Teach Computing (NCCE): Repetition in Games Year 4 Equipment: Chromebooks or laptops Apps/software/sites: Scratch 3
MFL (French)	Phonics 1 & 2 (Extra teaching)		In my town (Moving On)	Vegetables (Early Language)	I am able to... (Early Language)	Fruits (Early Language)
Religious Education		Where do religious beliefs come from? Christian <i>Theology</i>	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth <i>Philosophy</i>	How do/have religious groups contribute to society and culture? Hindu/Christian <i>Human/Social Sciences</i>	Why is there so much diversity of belief within _____? Christian <i>Human/Social Sciences (includes some theological aspects)</i>	What does sacrifice mean? Multi/Humanist <i>Philosophy</i>
Physical Education	Core Skills (real PE)	Core Skills (real PE)	Cross Country	Core Skills (real PE)	Athletics	Kwik Cricket
	Gymnastics	Dance	Gymnastics	Tag Rugby	Tennis	Fitness
Over the course of the year, all classes will go swimming for one term						

