



	<ul style="list-style-type: none"><li>- Begin to understand how knowledge of the past is constructed from a range of sources</li><li>- Develop understanding of how and why the past is represented in different ways</li><li>- Select key information from a range of sources to answer an historical question</li></ul>					
GEOGRAPHY	<b>Europe</b> In this unit, we will be learning about the different countries that make up Europe. We will also be covering the differences between some of the countries as well as looking at Britain’s relationship with Europe. We will be comparing somewhere in the UK to somewhere in Europe.	<b>Scandinavia</b> In Term 4, we will be looking at Scandinavia. We will be focussing on what countries make up Scandinavia and their impact on Europe and the world. We will also be looking at the difficulties these countries face and what they are doing to overcome them.	<b>Fieldwork - Pollution and local environment</b> In this unit, we will be looking at the local environment of Maidstone with a focus on congestion, traffic pollution and littering. We will be going on a litter pick and conducting a traffic survey.			
	<ul style="list-style-type: none"><li>- Confidently use world maps, atlases and globes and begin to use digital mapping</li><li>- Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</li><li>- Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</li><li>- Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</li><li>- Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator</li><li>- Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</li><li>- Begin to identify position of Prime/Greenwich Meridian and time zones</li><li>- ____Begin to explain geographical similarities and differences (region of UK, European country and N/S America)</li></ul>					
SCIENCE	<b>Rocks</b> We will be learning all about the properties of different rocks, how to categorise and identify different rocks types. We will also be conducting experiments to identify which rocks are the most durable, permeable and to test their density. We will also be covering how fossils are formed and the importance of Mary Anning to the field of palaeontology.	<b>Plants</b> We will be identifying the parts of plants and how they function. There will also be experiments to identify what a plant needs to grow and thrive. We will be covering seed dispersal, germination and photosynthesis.	<b>Forces and Magnets</b> We will be learning how to describe forces as pushing or pulling as well as gaining a greater understanding of friction and gravity.	<b>Animals including humans</b> In this unit, we will be covering how living things gain food and use that food to generate energy. We will also be identifying and labelling bones and what types of skeletons belong to which types of animals.	<b>Plants</b> We will be identifying the different parts of plants and how they function. There will also be experiments to identify what it is a plant needs to grow and thrive. We will be covering seed dispersal, germination and photosynthesis.	
	<ul style="list-style-type: none"><li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li><li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li><li>- Recognise that soils are made from rocks and organic matter.</li></ul>	<ul style="list-style-type: none"><li>- Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</li><li>- Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.</li><li>- Investigate the ways in which water is transported within plants.</li><li>- ____Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul>	<ul style="list-style-type: none"><li>- Compare how things move on different surfaces.</li><li>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li><li>- Observe how magnets attract or repel each other and attract some materials and not others.</li><li>- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li><li>- Describe magnets as having two poles.</li><li>- ____Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>	<ul style="list-style-type: none"><li>- 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.</li><li>- ____Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li></ul>	<ul style="list-style-type: none"><li>- Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</li><li>- Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.</li><li>- Investigate the ways in which water is transported within plants.</li></ul> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<ul style="list-style-type: none"><li>- Recognise that they need light in order to see things and that dark is the absence of light.</li><li>- Notice that light is reflected from surfaces.</li><li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li><li>- Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li><li>- ____Find patterns in the way that the sizes of shadows change.</li></ul>

	<ul style="list-style-type: none"><li>- Use results to draw simple conclusions and make predictions.</li><li>- Identify similarities, differences, changes related to scientific processes and ideas.</li><li>- Ask relevant scientific questions and suggest how to answer e.g. practical test vs secondary sources.</li><li>- Develop different types of scientific enquiry.</li><li>- Gather, record and present data in a variety of ways e.g. drawings, labelled diagrams, charts.</li><li>- Report on findings orally and in writing using scientific language.</li><li>- Develop skills of systematic observation.</li><li>- Set up simple practical enquiries.</li><li>- Understand comparative and fair tests.</li><li>- Use a range of equipment to measure accurately e.g. data-loggers, thermometers.</li></ul>		
RE	<b><u>What does it mean to be a Christian in Britain today?</u></b> We will be looking at the different roles that the church plays in today’s society. We will be covering different quotations from the bible and how these messages can relate to our lives. We will also be covering different ways that Christians worship.	<b><u>What do different people believe about God? (Christians and Hindus)</u></b> <b><u>Why are festivals important to religious communities?</u></b> In these units, we will be identifying what is similar and what is different in relation to different people’s belief in God. We will also be covering how Christianity contrasts to followers of the Hindu faith. We will be covering what similarities and differences there are between religious festivals focusing on Easter celebrations and Diwali.	<b><u>Why do people pray?</u></b> <b><u>Why is the Bible so important for Christians today?</u></b> In these topics, we will be covering how different faiths worship and what prayer looks like across different cultures as well as different religious celebrations. We will also be identifying why the Bible is so important to Christians today and why some people feel the bible can help them in their daily lives.
	<ul style="list-style-type: none"><li>- I can explain what Christians do at home, in church and in the wider community.</li><li>- ____I can explain why these things are important to them.</li></ul>	<ul style="list-style-type: none"><li>- I can identify beliefs about God that are held by Hindus.</li><li>- I can describe some of the ways that Christians and Hindus describe God.</li><li>- I can describe differences and similarities between different faiths.</li><li>- ____I can understand how celebrations remind believers of key beliefs.</li></ul>	<ul style="list-style-type: none"><li>- I can describe the practise of prayer in Christianity and Hinduism.</li><li>- I can describe differences and similarities between different faiths, for example, in how they pray.</li><li>- I can explain how the Bible is used and valued in Christian communities today.</li><li>- ____I can recall and name some Bible stories that inspire Christians.</li></ul>
PSHE	<b><u>BE YOURSELF TEAM</u></b> We will be identifying what different things make us feel proud, how to describe different emotions and how they make us feel as well as how to cope with uncomfortable feelings. In TEAM, we will be learning about changes and how they make us feel, how to work well as a team and why this is a good thing. We will also be looking into how our actions affect our teammates.	<b><u>BRITAIN AIMING HIGH</u></b> In Britain, we will be learning how to describe what it is like to live in the British Isles and about which laws and responsibilities we have. We will also be covering concepts such as Liberty, Democracy and British values. In Aiming high, we will be learning about our own achievements and our personal goals. We will be identifying what jobs we may want to do when we grow up and what skills we would need to achieve this.	<b><u>MONEY MATTERS SAFETY</u></b> In Money Matters, we will be learning about why people go to work and the different ways in which people pay for things. We will also be covering borrowing and the consequences associated with this. In safety, we will be learning about hygiene and how to protect yourself from becoming ill. We will be learning how to respond in an emergency and how to help a casualty.
	<ul style="list-style-type: none"><li>- Say the things about myself that I am proud of.</li><li>- Identify the feelings I have and describe how different emotions feel.</li><li>- Describe different ways to cope with any uncomfortable feelings I may have and understand why it is important.</li><li>- Know how to be assertive.</li><li>- Explore messages given by the media and decide if they are helpful or harmful.</li><li>- Identify different strategies I can use if I make a mistake.</li><li>- Talk about changes and how they might make me feel.</li><li>- Explain how and why we should work well as a team.</li><li>- Describe how my actions and behaviour affect my team.</li><li>- Pay attention to and respond considerately to others.</li><li>- ____Discuss my responsibilities towards my team describe why disputes might happen.</li></ul>	<ul style="list-style-type: none"><li>- Describe what it is like to live in Britain.</li><li>- Talk about what democracy is and understand why it is important.</li><li>- Think about what rules and laws are and identify how they help us.</li><li>- Understand what liberty means and identify the rights of British people.</li><li>- Describe a diverse society and talk about why it is important.</li><li>- Explain what being British means to me and to others.</li><li>- Identify achievements and suggest how my actions can help me achieve.</li><li>- Suggest personal goals and what actions I can take to achieve them.</li><li>- Explain how a positive learning attitude can help me learn new things.</li><li>- Identify the skills and attributes needed to do certain jobs.</li><li>- Understand that gender does not limit us in becoming what we want to be in the future.</li><li>- Discuss what job I might like to do when I grow up and what skills I will need to achieve this.</li></ul>	<ul style="list-style-type: none"><li>- Explain what skills are needed for a range of jobs and why people go to work.</li><li>- Recognise the different ways people pay for things.</li><li>- Understand ways people can borrow money and discuss some consequences of borrowing.</li><li>- Explain the difference between things we want and things we need.</li><li>- Appreciate how adverts try to influence our spending and why they do this.</li><li>- Recognise ways I can keep track of what I spend and why it is important to do this.</li><li>- Act safely and responsibly in an emergency.</li><li>- Know why it is important to get enough sleep.</li><li>- Understand how to keep my body healthy.</li><li>- Recognise how to deal with Minor First Aid.</li></ul>

ART T	<b><u>Earth Art</u></b> <b><u>Artist: Andy Goldsworthy</u></b> We will be covering how Andy Goldsworthy created his artwork and will be experimenting with the techniques that he used. We will then be creating some natural art work inspired by this.	<b><u>Printing</u></b> <b><u>Artist: Andy Warhol</u></b> In this unit, we will be exploring Andy Warhol and creating our own pop art inspired repeated patterns. Our patterns will be of vegetables which is linked to our learning in Spanish.	<b><u>Observation drawing</u></b> In this unit, we will be drawing important landscapes in Maidstone. This is related to our Geography topic and also draws upon our Term 3 learning: The History of Maidstone.
	<ul style="list-style-type: none"><li>- Create sketchbooks to record and revisit observations.</li><li>- In painting, use white to make tints and black to make shades.</li><li>- In painting, create a colour wheel.</li><li>- In collage, consider the effect of chosen materials and technique.</li><li>- In sculpture, include texture that conveys feelings, expression or movement and refine use of tools.</li><li>- In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc.</li><li>- In digital media, use a range of tools to create different lines, colours, shapes, tones and texture.</li><li>- Evaluate work of some artists and analyse creative works.</li><li>- Know about great artists, architects and designers and how their art / design reflected and shaped our history.</li><li>- Use and apply art and design techniques and improve their control and use of materials.</li><li>- Use range of artistic vocabulary to discuss and evaluate work e.g. observe, perspective, technique, palette.</li></ul>		
DESIGN T	<b><u>Food (design a healthy sandwich)</u></b> In this unit, we will be conducting market research as to what people’s favourite sandwiches are. We will be learning about what a balanced meal looks like and how to ensure that we are being hygienic when we are handling food. We will then be creating a sandwich using seasonal produce and evaluating it.	<b><u>Mechanical systems, levers and linkages</u></b> We will be learning about levers and linkages with the intention of creating an iron man hand or mouth. We will be conducting research on current products that already contain levers as well as understanding different examples of mechanisms that we use on a daily basis.	<b><u>Textiles, 2D to 3D shape</u></b> In this unit, we will be learning about the different types of textiles used in purses in order to be able to create our own drawstring purse. We will be researching which materials make the most robust product.
	<ul style="list-style-type: none"><li>- Apply principles of a healthy, varied diet when preparing variety of savoury dishes.</li><li>- Apply understanding of seasonality and its link to ingredients.</li><li>- Communicate ideas using different strategies e.g. discussion, sketch.</li><li>- Use research to inform design.</li><li>- Take risks to become innovative and resourceful.</li><li>- Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work.</li><li>- Investigate a range of existing products that address real / relevant problems, in a range of relevant contexts e.g. home, leisure, school.</li><li>- Select from and use a wide range of tools, equipment, materials and components accurately.</li><li>- Apply understanding of how to strengthen, stiffen and reinforce structures.</li><li>- Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages).</li></ul>		
COMPUTING UNIT T	<b><u>Networks</u></b> <b><u>Programming</u></b> In our networks unit, we will be introducing the concept of networks and learning how devices communicate. We will identify components, learning how information is shared and exploring examples of real-world networks.	<b><u>Emailing</u></b> <b><u>Journey inside a computer</u></b> In our emailing unit, we will learn how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	<b><u>Video Trailers</u></b> <b><u>Databases</u></b> In our video trailers unit, we will be developing filming and editing video skills through the use of storyboarding and the creation of book trailers.
	<p>In programming, we will build on the use of the ‘ScratchJr’ application which was used in Year 2, and progress to using the more advanced computer-based application called ‘Scratch’, learning to use repetition or ‘loops’ and building upon skills to program; an animation, a story and a game.</p>	<p>In our journey inside the computer unit, we will be assuming the role of computer parts and creating paper versions of computers which will help consolidate the understanding of how a computer works, as well as identifying similarities and differences between various models.</p>	<p>In our databases unit, we will be using the theme of a ‘Comparison card game’ (based on the game Top Trumps), to enable us to understand what a database is by learning the meanings of records, fields and data.</p>
<ul style="list-style-type: none"><li>- Use technology safely, respectfully and responsibly.</li><li>- Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact.</li><li>- Start to use reasoning to understand how algorithms work.</li><li>- Detect errors in algorithms and programs.</li><li>- Begin to solve problems by decomposing them into smaller parts.</li><li>- Start to use sequence and selection in programs.</li><li>- Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li><li>- Begin to work with various forms of input/output.</li><li>- Use a variety of software on digital devices.</li><li>- Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web.</li><li>- Use some search technologies effectively and appreciate how results are selected.</li><li>- Decide which questions to ask when using search engines.</li></ul>			

<b>MUSIC</b>	We will be listening to a selection of music from different genres and learn how composers manage to express different moods. We will learn how to structure musical ideas to create music with a beginning, a middle and an end. We will sing a variety of songs, responding to changes in tempo and dynamics, and perform various rhythms on untuned percussion instruments, using graphic and staff notation.	We will learn songs with a wider pitch range, controlling our voices more accurately, and responding to changes to tempo and dynamics. We will compose song accompaniments on tuned and untuned percussion instruments and perform them as a whole class or in small groups. We will sing a variety of songs, responding to changes in tempo and dynamics.	We will listen and compare music from three different musical traditions and identify where given changes occur. We will compose song accompaniments using instruments and perform them as a whole class or in small groups. We will explore the production of sound and changes in pitch, and sing and perform unison songs of varying styles.	We will listen to music and identify percussion instruments, using short extracts of Western classical tradition and film. We will discover how the environment has inspired composers throughout history and use this knowledge to structure our own musical ideas to perform on percussion instruments. We sing a variety of Scandinavian folk songs responding to changes in tempo and dynamics.	We will listen to popular music and learn how the composers manage to express different moods. Using the seasons and the environment as a stimulus, we will become more skilled in improvising, to invent short ‘on the spot’ responses, to be played on available instruments. We will learn about musical instruments from the Early Period and sing and perform extant music by the Saxons.	We will listen to musical trends popularised at music festivals across the world. We will compose song accompaniments on tuned percussion instruments, and play and perform them as a carnival band. We will sing unison songs of varying styles tunelessly and with expression, and move or clap to a steady beat.
	<ul style="list-style-type: none"> <li>- Begin to compose music on their own and with others, using the interrelated dimensions of music e.g. pitch, tempo, dynamics, musical notations.</li> <li>- Use some staff and other musical notation.</li> <li>- Listen to and begin to recall sounds with aural memory.</li> <li>- Begin to play and perform in solo and ensemble contexts.</li> <li>- Appreciate and discuss a range of high quality live and recorded music.</li> <li>- Begin to develop an understanding of the history of music.</li> </ul>					
<b>PE</b>	<p><b><u>Basketball</u></b></p> <p>We will be focussing on football in PE this term and will be learning about the core rules of the game and enhancing our skills through passing, dribbling and shooting drills.</p> <p><b><u>Gym</u></b></p> <p>In Gym, we will be learning a series of organised movements that work on balance, core strength, agility and coordination.</p>	<p><b><u>Dance</u></b></p> <p>In Dance, we will be learning how to creatively express ourselves and how to move our bodies in tandem with music and each other. Our unit develops and extends our understanding of plants, which we are studying in science, through physical exploration.</p> <p><b><u>OAA</u></b></p> <p>OAA (Outdoor Adventurous Activities) allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.</p>	<p><b><u>Tag Rugby</u></b></p> <p>We will be focussing on Rugby in PE this term. We will be learning about the core rules of the game and enhancing our skills through passing, kicking, throwing and catching.</p> <p><b><u>Dance</u></b></p> <p>In Dance, we will be learning how to creatively express ourselves and how to move our bodies in tandem with music and each other. Our unit is based upon the forces of attraction, repulsion, gravity and friction.</p>	<p><b><u>Netball</u></b></p> <p>Netball is our focus this term. We will be enhancing our skills through lessons around throwing, catching, shooting and positioning.</p> <p><b><u>OAA</u></b></p> <p>OAA (Outdoor Adventurous Activities) allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.</p>	<p><b><u>Tennis</u></b></p> <p>In this unit, we will be focusing on Tennis. We will be enhancing our hitting, striking and coordination skills.</p> <p><b><u>Athletics</u></b></p> <p>In Athletics during these terms, we will be focussing on how to move our bodies in the most efficient manner to increase our speed and technique.</p>	<p><b><u>Gymnastics</u></b></p> <p>In Gym, we will be learning a series of organised movements that work on balance, core strength, agility and coordination.</p> <p><b><u>Cricket</u></b></p> <p>In Cricket we will be developing the skills of batting, catching, throwing and fielding.</p>
	<ul style="list-style-type: none"> <li>- Communicate and compete with each other.</li> <li>- Begin to show an understanding of how to improve own and others' performances.</li> <li>- Begin to use running, jumping, throwing and catching in isolation and in combination.</li> <li>- Further develop flexibility, strength, control and balance.</li> <li>- Participate in team games understanding the rules.</li> <li>- Develop a wider range of tactics for attacking and defending.</li> <li>- Participate in outdoor and adventurous activities.</li> <li>- Perform dances and gymnastic routines on own and with others using movement patterns.</li> <li>- Compare performances with previous ones.</li> <li>- Begin to demonstrate improvement to achieve personal best.</li> </ul>					
<b>MFL</b>	<p><b><u>Spanish Phonics</u></b></p> <p><b><u>I’m learning Spanish</u></b></p> <p>In this Unit, we will be learning all about Spanish Phonics and how to pronounce each individual letter. We will then be applying that through learning simple words and phrases in our I’m Learning Spanish unit.</p>	<p><b><u>Seasons</u></b></p> <p>In this unit, we will be covering the four different seasons in Spanish and learning about the different holidays that occur in Spain in each season.</p>	<p><b><u>Musical Instruments</u></b></p> <p>In this unit, we will be learning about different instruments and their Spanish names. We will be learning some Spanish songs and singing them together.</p>	<p><b><u>Vegetables</u></b></p> <p>During Term 4, we will be learning about vegetables in Spanish. We will be learning about what makes a healthy balanced meal as well.</p>	<p><b><u>Ice creams</u></b></p> <p>In term 5, we will be learning about Ice Creams and different flavours in Spanish. We will be learning about the beach and what you can do on a Spanish holiday.</p>	<p><b><u>Little Red Riding Hood</u></b></p> <p>In this unit, we will be learning about the traditional tale; Little Red Riding Hood. We will be practising each part in Spanish and learning how to retell the story.</p>

	<ul style="list-style-type: none"><li>- Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</li><li>- Communicate with others using simple words and short phrases covered in the units.</li><li>- Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</li><li>- Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li><li>- Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'.</li></ul>
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