



Non Negotiables - (Endpoints)

Year 3/4 - Rowan Class - Year A

	AUTUMN TERM (Location , Location, Location)	SPRING TERM (A British History)	SUMMER TERM (Invaders and Settlers – Stone Age)
SCIENCE	<u>Forces & Magnets Y3</u> I can compare how things move on different surfaces. I can notice that some forces need contact between two objects but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of every day materials on the basis of whether they are attracted to a magnetic. I can identify some magnetic materials. I know magnets have two poles. I can predict whether two magnets will repel or attract each other.	<u>Light Y3</u> I know that I need light in order to see things. I know that darkness is the absence of light. I know that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change. I know that light is reflected from surfaces. I know that the light from the Sun can be dangerous and that there are ways to protect my eyes. <u>Electricity Y4</u> I can identify common appliances that run on electricity. I can construct a simple series electrical circuit and name its basic parts. I can identify whether or not a lamp will light in a simple series circuit. I recognise that a switch opens and closes a circuit. I can name some common conductors and insulators.	<u>Plants Y3</u> I can identify and describe the parts of flowering plants. I know what plants require for life and growth. I can say how water is transported within plants. I can explain the part that flowers play in the life cycle of flowering plants. I can talk about pollination, seed formation and seed dispersal. <u>State of Matter Y4</u> I can compare and groups materials together according to whether they are solids, liquids and gases. I know that some materials change state when they are heated and cooled and I can research the temperature at which it happens. I can talk about evaporation and condensation and how temperature affects this. I can explain how evaporation and condensation play a part in the water cycle.

		I know that metals are good conductors.	
ART Sketch Books to be used as appropriate	<u>Sculpture: mega materials</u> I can try drawing in an unfamiliar way and take risks in my work. I can use familiar shapes to create simple 3D drawings and describe the shapes I use. I can make informed choices about my use of tools. I can successfully bend wire to follow a simple template, adding details for stability and aesthetics. I can create a shadow sculpture using block lettering and create a shadow city scape. I can show I am considering alternative ways to display their sculpture when photographing it. I can explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. I can describe how my work has been influenced El Anatsui's 'Clouds gathering over the city.'	<u>Drawing: Exploring tone, texture and proportion</u> I can create a three-dimensional effect by using contrasting tones to show light and dark. I can combine lines and marks to represent different textures. I can use lines and marks in different ways to represent dark and light areas (tone). I can compare the sizes of different objects to draw them in proportion. I can represent the size of one object relative to another. I can consider where to place each element thinking carefully about the space. I can show texture in a WW2 Blitz inspired collage. Use the impasto technique to create textured effects.	<u>Painting and Mixed Media: Exploring texture with paint and collage</u> I can explain how artists use colour and texture to communicate messages in their artwork, focusing on prehistoric artwork. I can identify warm and cool colours and use these deliberately to show mood or temperature. I can talk about how colour choices in an artwork make me feel. I can recognise different real and visual textures, using appropriate vocabulary to describe them. I can use tools and materials in different ways to create a range of textured effects and patterns in my prehistoric painting. I can make choices about layout, materials and detail to strengthen the meaning or message in my artwork.
DT	<u>Mechanical Systems: Pneumatic toys</u> I can define a mechanism as a system of parts working together to create movement and a pneumatic system can be used as part of this. I can describe how a pneumatic system forces air over a distance to create movement and identify pneumatic systems in a range of everyday objects. I can describe different types of drawings used in design to explain ideas clearly and explain why one	<u>Textiles: Fastenings</u> I can identify the features, benefits and disadvantages of a range of fastening types. I can write design criteria and design a book sleeve that satisfies the criteria. I can make a template for my book sleeve. I can assemble my book sleeve using any stitch that I are comfortable with.	<u>Cooking and Nutrition: Adapting a recipe</u> I can describe different types of biscuits, including their packaging, taste and texture. I can explain how biscuits are made for certain target audiences. I can order and follow a recipe, using the correct equipment for each step. I can prepare food safely and hygienically. I can explain how a biscuit is meant to look and how the

	may be more useful for a particular situation. I can develop design criteria from a design brief. I can begin to draw different types of diagrams to generate suitable ideas. I can recall different types of pneumatic systems used to design a toy and create one for a specific movement. I can build secure housing for a pneumatic system, consider sustainable resources and work with materials to create different effects by cutting, creasing, folding, etc. I can evaluate how well the design, materials and equipment help to achieve the design brief.		ingredients and the shape improve the biscuit. I can design a biscuit for a target audience and adapt a recipe using the design ideas. I can choose ingredients for the new recipe, within a budget. I can evaluate biscuits using the design criteria and give feedback, suggesting improvements.
GEOGRAPHY	I can use 4 points of the compass and 4 figure grid references and symbols. I can name and locate some the counties and cities of the UK. I can use a key. I use an Ordnance Survey Map to build on my knowledge of the UK and the wider world. I can use fieldwork to record and present the human and physical features in our local area using a range of methods such as sketch maps and plans.	I can use a map to identify the locations in Europe and Russia that were involved in WW2 I can use aerial photographs to locate features and characteristics of countries and major cities. I can locate the major cities in the UK that were affected by bombing raids. I can talk about how the land changed during and after the war.	I can identify geographical regions of the UK and their human and physical characteristics, key topographical features and land use patterns. I can talk the settlement of Skara Brae. I understand that some of these patterns of this settlement have changed over time.
HISTORY	I can use a range of sources to answer historical questions. I know how several aspects of national history are reflected in the locality. I can talk about the cotton mills and reservoirs in my locality. I can connect my new learning to historical concepts learnt previously using historical terms.	I can talk about a significant turning point in British history WW2. I can say why WW2 started. I can say where and when WW2 took place. I can describe the Blitz. I can order key dates on a timeline. I know about how people protected themselves and the causes of evacuation.	I can talk about the development of lifestyle from the Palaeolithic to Neolithic eras. I can say how we know about the Stone Age. I can use artefacts, knowledge of historical sites like Stonehenge to find out about the Stone Age. I know that the Stone age is from 3,000,000 BC up to 2400 BC. I can order key dates on a timeline to demonstrate the chronology of British and World history.

		I know why rationing happened and the impact it had on the people of Britain. I can select key information from a range of sources to answer historical questions. I understand what types of question are historically valid and how to find the answer.	I will use a range of sources to ask and answer historical questions about the Stone Age.
COMPUTING	<u>Video Trailers</u> I know that different types of camera shots can make my photos or videos look more effective. I know that I can edit photos and videos using film editing software. I understand that I can add transitions and text to my video. <u>Website Design</u> I know that a website is a collection of pages that are all connected. I know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. I know that websites should be informative and interactive. I can plan and create a website <u>E-Safety</u> I know that not everything on the internet is true: people share facts, beliefs and opinions online. I know the internet can affect people's moods and feelings.	<u>Comparison Cards and Databases</u> I know database is a collection of data stored in a logical, structured and orderly manner. I know computer databases can be useful for sorting and filtering data. I know different visual representations of data can be made on a computer. Key vocabulary I can sort data for a purpose <u>Further Coding with Scratch</u> I know breaking down a problem into smaller parts makes it easier to solve the problem. I know loops are used to save time when writing code by reducing repetition. I know a variable is a container or holder for storing information that can change, e.g. numbers or text. I know conditional statements tell the computer what to do next based on a user's input. I know it is important to identify where the mistake is in the programming as part of the debugging process. I know errors in a program could result from sequencing errors, coding errors or missing code. <u>E-Safety</u>	<u>Journey inside a computer</u> I know the roles that inputs and outputs play on computers. I know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. I know what a tablet is and how it is different from a laptop/desktop computer. <u>Networks</u> I understand that a network is a group of interconnected devices. I know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). I know that a server is central to a network and responds to requests made. I know that the internet connects all the networks around the world. I know that a router connects us to the internet. I know what a packet is and why it is important for website data transfer. <u>E- Safety</u> I understand why some results come before others when searching. I understand that information found by searching the internet is not all grounded in fact. I am learning to make judgements about the accuracy of online searches.

		I know privacy settings limit who can access important personal information, such as names, ages, gender etc. I know what social media is and that age restrictions apply.	I can Identify forms of advertising online.
MUSIC	I can perform in ensemble and solo contexts using voices with increasing control, fluency, accuracy and expression. I can improvise and compose music for a range purposes. I can listen with attention to detail and recall sounds with increasing aural memory.	I can play musical instruments in ensemble and solo contexts using voices with increasing control, fluency, accuracy and expression.	I can use and understand staff and other musical notations. I can talk about music from different traditions, composers and musicians. I begin to know about the history of music.
PE	<u>Football</u> I can develop attacking skills to maintain possession. I can develop changing direction and speed when attacking. I can begin to recognise when to use different attacking skills. I can apply attacking skills to move towards a goal. I can use defending skills to delay an opponent and gain possession. I can apply skills and knowledge to compete in a tournament. <u>Gymnastics</u> I can develop individual and partner balances. I can develop individual and partner balances using apparatus. I can develop control in performing and landing rotation jumps. I can develop rotation jumps and sequence building using apparatus . I can develop the straight, barrel, forward and straddle roll. I can assess my straight, barrel, forward and straddle roll.	<u>OAA</u> I can develop teamwork and co-operation skills. I can orientate a map and navigate a grid. I can develop observation, listening and following instructions. I can use map skills and teamwork to navigate and solve problems. I can identify, draw and follow a simple map. I can orientate and navigate a map and draw a route using directions. <u>Dance</u> I can create actions in response to a stimulus and move in unison with a partner. I can create actions to move in contact with a partner or interact with a partner. I can select and link appropriate actions and dynamics to show our dance idea. remember, repeat and create actions to represent an idea.	<u>Forest School</u> <u>Cricket</u> I can perform overarm throwing and catching. I can perform underarm and overarm bowling techniques I know how to grip the bat and develop batting technique. I am able to field a ball using a two handed pick up and a short barrier. I can apply skills learnt to mini cricket. <u>Athletics</u> I can develop my sprinting technique and improve on my personal best. I can perform a changeover in relay events. I can develop jumping technique in a range of approaches and take off positions. I can develop throwing for distance and accuracy. I can develop throwing for distance in a pull throw. I can develop my officiating and performing skills.

	I can link actions that flow using the rolls I have learnt. I can link actions that flow in a partner sequence using the rolls I have learnt. I can develop strength in inverted movements. I can create a 'great' partner sequence to include the skills I have learnt and apparatus. <u>Netball</u> I can understand the role of an attacker when in possession. I can develop movement skills to lose a defender I can understand that scoring goals is an attacking skill and learn how to do this. I understand the role of defender. I can explore ways to gain possession. I can apply skills and knowledge to play games using netball rules.	I can share ideas of actions and dynamics to create a dance that shows a location. I can use choreographing ideas to develop our dance. use straight pathways and clear changes in direction in a line dance. I can use canon and unison to make our line dance look interesting. I can use formations, canon and unison to make our line dance look interesting. I can remember, repeat and create actions around a theme. I understand and use formations. I can structure a dance to represent a theme. <u>Parkour</u> I can explore different ways to move through space safely. I can develop balance. I can develop jumping and landing with control and accuracy. I can explore changes in direction. I can explore taking weight on hands. I can connect actions to create a simple parkour routine.	
PSHE	<u>Being Me</u> I can explore different kinds of responsibilities at school and in the community. I can identify what being part of a community means I can appreciate a range of identities un the UK I can identify that differences and similarities between people arise from a number of factors	<u>Money Matters</u> I can identify the role of voluntary and charity groups I can understand different values and customs I can explore how to manage money I can explain the importance of money in people's lives and how money is obtained	<u>Exploring Emotions</u> I recognise a wide range of emotions in m and myself and others I can respond appropriately to a range of emotions in themselves and others I can develop strategies to resolve disputes and to manage my emotions <u>Changes</u>

	<u>Bullying Matters</u> I can understand that my actions affect myself and others I can identify the importance of working towards shared goals. I can know how to recognise bullying and abuse it all its forms. I can develop strategies for getting support for themselves or for others at risk understand the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour including cyber bullying, prejudice-based language, 'trolling'	I understand the concepts of interest, loan, debt and tax I can understand enterprise and begin to develop enterprise skills <u>Drug Education</u> I recognise how to make informed choices, predict and assess risks in different situations I know where to get help and how to ask for help I can distinguish between safe and harmful, know some substances can be harmful if misused I recognise they have a shared responsibility for keeping themselves and others safe.	I can deepen my understanding of good and not so good feelings and extend vocabulary to help explain the range and intensity of feelings I can recognise conflicting emotions I have an understanding that change can cause conflicting emotions I acknowledge, explore and identify how to manage change positively I know where to get help and how to ask for help
RE	<u>What Does it mean to be called by God?</u> I know that the Prophets were called by God to give his message to the people. I know that the Prophets were telling the people to turn back to God and mend their relationship with him. I know that the message of the prophets is part of God's big salvation plan. I know that people are called by God today and can describe how they respond and the impact on their lives. I can talk about in detail the Bible stories you have discussed and ask important questions about religion and beliefs. I can describe aspects of the daily life of a Rabbi. <u>How does the presence of Jesus impact on people's lives?</u> I know that Christians believe Jesus has/had the power to change people's lives.	<u>Why is Jesus described as the light of the world?</u> I know that Christians believe that Jesus is the light of the world and that his light brings hope in dark places. I know that Hanukkah is a Jewish festival of light, and I tell you about the stories and traditions of Hanukkah. I can tell stories about Jesus bringing light into people's lives. I can talk about the lives of people who bring Jesus' light into the world. I can use good vocabulary to talk about the symbolism of Jesus as light. I can ask good questions about things that have interested me. <u>Is the cross a symbol of sadness or joy?</u> I know that the events of Holy Week reveal what Jesus came to earth to do.	<u>Why do Christians believe Jesus is the Son of God?</u> I know that Christians believe Jesus is the Son of God. I know that Jesus has power and authority over nature, sickness and death. I know the stories of people who have campaigned for justice. I know that the Jewish holy day is Shabbat and can talk about its traditions and meanings I can retell the Bible stories we have talked about and make links between the Bible stories and what Christians believe about Jesus. I can use religious language to show that I understand Jesus was both God and man. I can talk about why sometimes people speak out against authority for justice. I can tell you about what I have learnt and who has inspired me.

	I know that choosing to follow Jesus is not necessarily an easy way of life. I know that people's lives today can be transformed by becoming a Christian and choosing a different way of life. I can talk about my experiences of change. I can retell the story of Jesus changing someone's life.	I know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. I know the different ways in which the church remembers and marks the events of Holy Week. I can retell the stories of Palm Sunday, Holy Week and Easter and ask good questions about the events. I can make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. I can use religious vocabulary to make links between people's values and behaviour and ask important questions about beliefs and values. I can use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. I can describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.	<u>Which Values do you consider to be important?</u> I know values are important to people of all faiths and those of no faith. I know values determine the behaviour, choices and daily life of people of faith and those who have no faith. I know for people of faith, values are taught and illustrated through sacred texts. I can ask and suggest answers to quality questions about values, meaning, commitments, truth and belonging. I can express my own ideas. describe what inspires and influences me. I can recognise similarities and differences between key features of World Faiths and Views. I can use religious vocabulary to describe key features of religious belief and identify and describe the impact of religion on believers' lives.
MFL	I can listen to and respond to instructions in French. I can name parts of the body, clothes and colours in French. I can listen to and repeat simple phrases and answer questions in French. I can write short sentences and phrases using new vocabulary. I can explain the gender of nouns and make them plural. I can use adjectives. I can use verbs.	I can name different foods in French. I can begin using and recognising simple words and phrases. I can write questions and answers about food. I can sing a simple song. I can use the grammar and vocabulary needed to express opinions on food. I can speak in short sentences.	I can use a map to locate places in France. I can talk about some French traditions and celebrations in French. I can talk about a famous French speaking person – Daniel Jean Baptiste. I can write more complex sentences using the past and future tense. I can use prepositions. I can engage in a simple conversation using my new language skills.
FOREST SCHOOL	n/a	n/a	