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| <p><b><u>Subject: Science</u></b><br/> <b>Electricity (Y4 PoS)</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> | <p><b><u>Prior learning:</u></b><br/> <b>KS1</b><br/>         Use of everyday materials (some coverage of materials appropriate for electrical appliances)</p>   | <p><b><u>Next steps learning:</u></b><br/> <b>KS3</b><br/> <b>Electricity and electromagnetism</b><br/> <i>Current electricity</i></p> <ul style="list-style-type: none"> <li>• electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge</li> <li>• potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current</li> <li>• differences in resistance between conducting and insulating components (quantitative)</li> </ul> <p><i>Static electricity</i></p> <ul style="list-style-type: none"> <li>• separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects</li> <li>• the idea of electric field, forces acting across the space between objects not in contact</li> </ul> |
| <p><b><u>Small steps (knowledge):</u></b></p> <ol style="list-style-type: none"> <li>1. To identify common appliances that run on electricity (and recognise the importance of safety around these)</li> <li>2. To construct a simple circuit (and explain how it works)</li> <li>3. To recognise materials that conduct electricity (and which are the best)</li> <li>4. To know a switch's role in a circuit (and describe its impact)</li> <li>5. To recognise when a circuit will/will not work (and explain why)</li> </ol>   | <p><b><u>Working scientifically NC objectives (Skills)</u></b><br/> <b>Year 3/4</b></p> <ol style="list-style-type: none"> <li>1. asking relevant questions and using different types of scientific enquiries to answer them; using straightforward scientific evidence to answer questions or to support their findings; <i>identifying scientific evidence that has been used to support or refute ideas</i></li> <li>2. setting up simple practical enquiries; making systematic and careful observations; <i>planning different types of scientific enquiries to answer questions; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results of increasing complexity</i></li> <li>3. 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; 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; <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,; using test results to make predictions to set up further comparative and fair tests</i></li> <li>4. making systematic and careful observations; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; <i>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i></li> <li>5. making systematic and careful observations and; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></li> </ol> |  |
| <p><b><u>Key vocabulary:</u></b><br/>         Appliance, electricity, battery, circuit, components, conductor, electrical, insulator, mains power, portable, pylon, switch, power</p>  | <p><b><u>Reading links:</u></b></p>  | <p><b><u>Cross curricular links:</u></b><br/>         PSHE: Safety H10, 38, 39, 40, 41, 46</p>   |

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**Theme overview:** This term the children will be starting their exploration of electricity. They will look at appliances and how to stay safe around electricity. They will construct simple circuits and identify which circuits will or will not work. They will conduct investigations into conductors and insulators.

**Assessment opportunities:**

Pre-assessment brainstorm added to at end of unit  
End of unit quiz

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| <p><b><u>Subject: History</u></b><br/> <b>Anglo Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> </ul>  | <p><b><u>Prior learning:</u></b><br/> <b>KS1</b></p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• significant historical events, people and places in their own locality</li> </ul> <p><i>Chronologically linked to Stone Age T1 and Romans/Anglo Saxons/Vikings from Cycle B</i></p> | <p><b><u>Next steps learning:</u></b><br/> <b>KS3</b></p> <ul style="list-style-type: none"> <li>• the development of Church, state and society in Medieval Britain 1066-1509</li> <li>• the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> </ul>   |
| <p><b><u>Small steps (knowledge)</u></b></p> <ol style="list-style-type: none"> <li>1. How did the Anglo Saxon's migrate (and why did they do this)?</li> <li>2. Who were the Picts and Scots (and where did they live)?</li> <li>3. How can we find out about Anglo-Saxon life (and what does it tell us)?</li> <li>4. What was Anglo Saxon society and culture like (and why was it important)?</li> <li>5. What were the religious beliefs of Anglo Saxons (and what/how did they worship)?</li> <li>6. What does the evidence tell us about Sutton Hoo (and how reliable and relevant is it)?</li> </ol> |  | <p><b><u>Small steps (skills)</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Recognise where Anglo Saxons are chronologically and how they relate to other periods studied</i></li> <li>2. <i>Use evidence and artefacts to interpret and recognise bias in evidence</i></li> <li>3. <i>To question artefacts and evaluate their relevance</i></li> <li>4. <i>Use a story to infer about culture and society and make interpretation</i></li> <li>5. <i>To recognise how things changed within society and what continued using chronology</i></li> <li>6. <i>To draw conclusions using evidence</i></li> </ol> |
| <p><b><u>Key vocabulary:</u></b><br/>         Invade, migrate, settle, Anglo-Saxon, Angles, Saxons, Sutton Hoo, artefact, archaeology, evidence, Picts, Scots, kingdom, tribe, settlement, fort, monument, Romans, bias, evaluate, Beowulf, culture, society, king, thane, peasant, pagan, Christian, century, reliability.</p>  | <p><b><u>Reading links:</u></b><br/>         Beowulf</p>   | <p><b><u>Cross curricular links:</u></b></p>  |
| <p><b><u>Theme overview:</u></b> This term the children will be looking at the Anglo Saxons and their migration across Britain. They will continue to develop their understanding of using evidence and will be looking at the concept of bias. They will be focusing their work on the study of Sutton Hoo but will be exploring the religion. Culture and society of the time. They will develop their chronological understanding also.</p>   |  |   |
| <p><b><u>Assessment opportunities:</u></b></p>   | <p>End of unit quiz<br/>         Written conclusion writing based on all evidence and knowledge from this term to solve mystery: Who is buried at Sutton Hoo?</p>  |   |

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| <p><b><u>Subject: Art</u></b><br/> <b>Art illusions</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul> | <p><b><u>Prior learning:</u></b><br/> <b>KS1</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p><b><u>Next steps learning:</u></b><br/> <b>KS3</b></p> <ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media, including painting</li> <li>• to increase their proficiency in the handling of different materials</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>• about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul> |
| <p><b><u>Small steps (knowledge):</u></b><br/>         To explore how artists create perspective in their work<br/>         To be able to use perspective to create realistic interiors<br/>         To explore how artists use foreshortening to give perspective<br/>         To explore how artists creates illusions by playing with perspective<br/>         To explore and create optical art</p>   |   |   |
| <p><b><u>Key vocabulary:</u></b><br/>         Horizon line, vanishing point, illusion, construction lines, perspective, interior, foreshortening, blivet, impossible triangles, never ending staircases, optical</p>  | <p><b><u>Reading links:</u></b></p>   | <p><b><u>Cross curricular links:</u></b></p>  |
| <p><b><u>Theme overview:</u></b> This term the children will be exploring the art of illusion. They will be looking at creating perspective using vanishing points and horizon lines. They will relate this to specific painters who used this to create realistic interior paintings. They will also look at foreshortening in art and finish by creating their own optical art using line and colour effects.</p>   |   |   |
| <p><b><u>Assessment opportunities:</u></b></p>  | <p>Art gallery to share work and collect comments from visitors</p>   |   |

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| <p><b><u>Subject: Computing</u></b><br/> <b>Teach computing unit: Y3 unit Stop motion animation</b></p> <ul style="list-style-type: none"> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> | <p><b><u>Prior learning:</u></b><br/> <b><u>KS1</u></b></p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• 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</li> </ul> | <p><b><u>Next steps learning:</u></b><br/> <b><u>KS3</u></b></p> <ul style="list-style-type: none"> <li>• undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</li> <li>• create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</li> <li>• understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</li> </ul> |
| <p><b><u>Small steps:</u></b><br/>                 To explain that animation is a sequence of drawings or photographs<br/>                 To relate animated movement with a sequence of images<br/>                 To plan an animation<br/>                 To identify the need to work consistently and carefully<br/>                 To review and improve an animation<br/>                 To evaluate the impact of adding other media to an animation</p>   |   |  |
| <p><b><u>Key vocabulary:</u></b><br/>                 Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition</p>  | <p><b><u>Reading links:</u></b></p>   | <p><b><u>Cross curricular links:</u></b></p>   |
| <p><b><u>Theme overview:</u></b> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>  |   |  |
| <p><b>Assessment opportunities:</b></p>   | <p>Hold a premiere of animations-collect feedback from attendees.</p>   |  |

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| <p><b><u>Subject: French</u></b><br/> <b>Berthe the witch (days of week, months of year)</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul> | <p><b><u>Prior learning:</u></b><br/>           Previous French learnt in class</p> | <p><b><u>Next steps learning:</u></b><br/> <b>KS3</b></p> <ul style="list-style-type: none"> <li>• listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>• speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> <li>• read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</li> <li>• read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</li> </ul> |
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**Small steps (knowledge):**  
 To follow a story and recognise key language  
 To recognise the days of the week  
 To use the vocabulary for days of week in sentences  
 To recognise the months of the year  
 To use the vocabulary for months of the year in sentences

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| <p><b><u>Key vocabulary:</u></b><br/>           Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche.<br/>           Janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre.</p> | <p><b><u>Reading links:</u></b></p> | <p><b><u>Cross curricular links:</u></b><br/>           PSHE: R30-34 Respecting self and others; L6-10 Communities<br/>           British values: Mutual respect, tolerance of those with different beliefs and faiths</p> |
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**Theme overview:** This term we will be following the antics of Berthe the witch. We will be using her stories to revise key vocabulary about ourselves. We will then use these books to look at the days of the week and months of the year.

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| <p><b><u>Assessment opportunities:</u></b></p> | <p>Create own book using vocabulary/sentence structures from term's learning</p> |
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| <p><b><u>Subject: Music</u></b></p> <p><b>Young Voices</b></p> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music</li></ul> | <p><b><u>Prior learning:</u></b></p> <p><b><u>KS1</u></b></p> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul> | <p><b><u>Next steps learning:</u></b></p> <p><b><u>KS3</u></b></p> <ul style="list-style-type: none"><li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li></ul> |
| <p><b><u>Small steps (knowledge):</u></b></p> <ol style="list-style-type: none"><li>1. To sing in time with others</li><li>2. To collaborate with another artist and follow parts</li><li>3. To move to music in unison</li><li>4. To listen and respond to music from different genres</li></ol>  |   |   |
| <p><b><u>Key vocabulary:</u></b></p> <p>Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined, unison, collaborate, listen, respond</p>  | <p><b><u>Reading links:</u></b></p>   | <p><b><u>Cross curricular links:</u></b></p>  |
| <p><b><u>Theme overview:</u></b> This term we will be focusing on getting ready for Young Voices. We will be using the songs to develop our singing abilities as well as learning the dance movements. WE will also look at the graphic scores for the music and develop our understanding of musical notation.</p>  |   |   |
| <p><b>Assessment opportunities:</b></p>  | <p>Young Voices concert</p>   |   |

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| <p><b><u>Subject: PSHE</u></b><br/><b>Respecting self and others</b><br/>R30, 31, 32, 33, 34</p>  | <p><b><u>Prior learning:</u></b><br/><b><u>KS1</u></b><br/>R21, 22, 23, 24, 25</p> | <p><b><u>Next steps learning:</u></b><br/><b><u>KS3</u></b><br/>R11, 12, 13, 14, 15, 16, 17</p>                                       |
| <p><b><u>Small steps (knowledge):</u></b><br/>To recognise respectful behaviours<br/>To model respectful behaviour<br/>To recognise the importance of self-respect<br/>To know what it means to treat others politely and recognise ways people show respect<br/>To recognise differences between people and what they have in common</p> |  |   |
| <p><b><u>Key vocabulary:</u></b><br/>Respect, behaviour, self-respect, polite, difference, common, tolerance, treat, courtesy, culture</p>  | <p><b><u>Reading links:</u></b></p>  | <p><b><u>Cross curricular links:</u></b><br/>British values: Mutual respect, tolerance of those with different beliefs and faiths</p> |
| <p><b><u>Theme overview:</u></b> This term the children will be focusing on respect. They will be working on recognising respectful behaviours and the importance of self-respect. They will consider how to be polite to all people no matter their gender, race or faith.</p>   |  |   |
| <p><b><u>Assessment opportunities:</u></b></p>  | <p>Assembly to Caterpillars about the value of respect</p>                         |   |



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| <p><b><u>Subject: RE</u></b><br/><b>Why are sacred texts and holy books so important? (LKS2)</b><br/><i>LKS2:</i> describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings<br/><i>UKS2:</i> describe similarities and differences of belief and practice; Use correct vocabulary; Raise questions</p>                                  | <p><b><u>Prior learning:</u></b><br/><b><u>KS1</u></b><br/>Retell stories<br/>Recognise what religions have in common and differences<br/>Ask appropriate questions</p> | <p><b><u>Next steps learning:</u></b><br/><b><u>KS3</u></b><br/>Explain and interpret religions and spiritual expression</p>   |
| <p><b><u>Small steps:</u></b><br/>To recognise favourite books and to identify ways the Bible is important to Christians<br/>To know what a sacred text is and how it is used<br/>To know the different kinds of writing in the Bible and why they are important<br/>To know what makes a book special to different people<br/>To find out how different genres show different aspects of God</p> |   |  |
| <p><b><u>Key vocabulary:</u></b><br/>Book, Bible, Christian, worship, Church, verses, hymns, genres, authors, laws, poems, stories, Old Testament, New Testament,</p>   | <p><b><u>Reading links:</u></b></p>   | <p><b><u>Cross curricular links:</u></b><br/>PSHE: R30-34 Respecting self and others;<br/>L6-10 Communities<br/>British values: Mutual respect, tolerance of those with different beliefs and faiths</p> |
| <p><b><u>Theme overview:</u></b> This term the children will be looking at sacred texts and why they are important in religions. They will be exploring the various texts of the main religions and considering the beliefs that are expressed in these. They will also look at how these texts may be interpreted.</p>   |   |  |
| <p><b><u>Assessment opportunities:</u></b></p>  | <p>Answer the overall question as written response (Why are sacred texts and holy books so important?)</p>  |  |

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| <p><b><u>Subject: PE</u></b><br/> <b>Dodgeball (T3)</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> | <p><b><u>Prior learning:</u></b><br/> <b>KS1</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul> | <p><b><u>Next steps learning:</u></b><br/> <b>KS3</b></p> <ul style="list-style-type: none"> <li>• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>• develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>• take part in competitive sports and activities outside school through community links or sports clubs</li> </ul> |
| <p><b><u>Small steps:</u></b><br/>         To learn about the basics of dodgeball<br/>         To learn how to throw a ball in dodgeball<br/>         To learn different techniques to dodge the ball in dodgeball (more than one lesson)<br/>         To learn how to defend in dodgeball by catching and blocking (more than one lesson)<br/>         To know about the different parts of a dodgeball court and simple tactics for effective positioning on it<br/>         To participate in a dodgeball tournament</p>                  |   |   |
| <p><b><u>Key vocabulary:</u></b><br/>         Attack, block, lines, boundaries, catch, dead ball, defend, dodge, duck, fair play, hit, invasion, jump, leap, live ball, out, return area, sidestep, tactics, teamwork, throw</p>   | <p><b><u>Reading links:</u></b></p>   | <p><b><u>Cross curricular links:</u></b><br/>         Science/PSHE-keeping healthy, effects of exercise on body</p>   |
| <p><b><u>Theme overview:</u></b> This term we are focusing on Dodgeball. Children will develop their throwing and catching skills. They will build on their attack and defence tactics. Towards the end of the unit they will work on their understanding of the rules and apply these in a tournament.</p>  |   |   |
| <p><b>Assessment opportunities:</b></p>  | <p>Dodgeball tournament<br/>         Video of learning on seesaw</p>  |   |