

Curriculum Plans for Year 3/4 - Cycle B

Updated Summer 2022



Curriculum Intent Statement

The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children's moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.

Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.

The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.

The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.

Our curriculum is planned in a two year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.

Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching,

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	supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.		
English	AUTUMN	SPRING	SUMMER
	<p><u>Please use alongside English progression and assessment grids.</u> In Years 3 and 4, we set a focus on a certain spelling pattern each week that the children recall, explore and investigate. In addition to this we use Accelerated Reader to enhance our reading curriculum as well as the grammar and spelling area of RWI as part of our English homework.</p> <p>See the genre progression grid and corresponding writing KOs (knowledge organisers) within the English drive.</p>		
	<u>Autumn 1</u> <ul style="list-style-type: none"> - SPaG focus - Character description - Diary 	<u>Spring 1</u> <ul style="list-style-type: none"> - SPaG focus - Story (fantasy) - Formal report 	<u>Summer 1</u> <ul style="list-style-type: none"> - SPaG focus - Playscript - Poem
	<u>Autumn 2</u> <ul style="list-style-type: none"> - Instructions - Poetry - Information text 	<u>Spring 2</u> <ul style="list-style-type: none"> - Balanced argument - Letter - Newspaper 	<u>Summer 2</u> <ul style="list-style-type: none"> - Persuasive writing (advert/ speech, etc.) - Non-chronological report - Biography/ autobiography
Maths	<p>We follow the White Rose Maths Hub mixed classes sequencing of units and lessons, supplementing the teaching input with the WRMH resources as well as others such as CGP and NFER resources. Teachers also ensure that their practice is updated and effective through links with The Great North Maths Hub and national focuses as they occur. We have been involved with the Maths Mastery training with the maths hub since 2019.</p> <p>We also use CGP maths workbooks to provide responsive and effective weekly homework and consolidation tasks for Y1-Y6 that are directly linked to the work being done for each year group. In addition to this, we also use TTRS (Times Tables Rock Stars) to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these resources, teachers can set work that is appropriate to each child and provides parents/ carers the ability to engage and assist their child(ren) in their learning in a collaborative manner.</p> <p>Overviews of planning and calculation approaches are provided on the school's webpage and a link is available below.</p>		
	 White Rose Maths Hub yearly overviews		

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Teachers plan their *Geography* medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not fit easily within a purchased scheme of work.

Please use alongside *Geography* progression and assessment grids.

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Geography	<u>Fieldwork-Geocaching</u>	<u>Coasts</u>	<u>European Country (Italy) and Topographical Features</u>
	<p><u>Trip Ideas:- Local study - Ingram Valley where Iron Age hillforts can be found.</u></p> <p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none">● Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. (In the field)● Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.● Understand the type of settlement which used to be found on top of the hills and the settlements found in Ingram Valley today and compare and contrast these.● Look at the evidence found of past human habitation (artefacts in café)● Discover how the hills in the Breamish Valley were created, what effect does the river have on the features of the valley.	<p><u>Trip Ideas:- Trip along the coast from Bamburgh to Alnmouth</u></p> <ul style="list-style-type: none">● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.● Trip along the coast - Use simple fieldwork and observational skills to study the geography of local coastlines, including human and physical features.● Explain about weather patterns around the UK and parts of Europe.● Understand and use a widening range of geographical terms.● Why coasts are constantly changing● Erosion and deposition● How coasts are 'managed' - ports, fishing harbours, lighthouses, WWII tank defences, planting of marram grass.● The different types of beaches (sandy, rocky, cliffs, bays, mud flats)● Locations of popular coastal holiday places (local and national). Use fieldwork to measure, record and present human and physical activity.● Why have towns and villages changed over time along the coast. (mining, fishing, tourism) <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Are all coastal regions across Britain the same?➤ Do coastal regions ever change? If so, how?	<ul style="list-style-type: none">● Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.● Understand geographical similarities and differences through the study of human and physical geography of a region of Italy.● Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,● Prime/Greenwich Meridian and time zones (including day and night).● Recognise the different shapes of the continents.● Identify where countries are within Europe.● Demonstrate knowledge of features about places beyond the UK.● Understand geographical similarities and differences through the study of human and physical geography of a region of Italy.● Recognise that people have differing qualities of life living in different locations and environments.● Know about the wider context of places - region, country.

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	<p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Why are maps important?➤ What influences where humans settle/ live?➤ How do physical features show where historic settlements were?	<ul style="list-style-type: none">➤ How do coastal regions influence human geography?	<ul style="list-style-type: none">• Understand why there are similarities and differences between places. <p><u>Key questions/ learning points:</u></p> <ul style="list-style-type: none">➤ Why do we have varying topographical features?➤ How do the topographical features of a certain part of Europe compare to our region?➤ How do populations engage in differing places across Europe (e.g., land use, standard/ conditions of living...)
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History

Teachers plan their History medium term plans from a variety of sources to take account of the objectives and key questions we want the children to answer, using the great history of our local area and beyond. Please use this document alongside History progression and assessment grids.

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Term:	EVFS:	KS1:	LKS2:	UKS2:			
THE GREAT FIRE OF LONDON							
Autumn 1:	Why and where did it start?	How did the fire spread so quickly?	Was the Great Fire of London a blessing?	What impact did the Great Fire of London have?			
SIGNIFICANT OTHERS							
Spring 1:	George Stephenson: Who was George Stephenson?	Florence Nightingale: What was it like working in hospitals during a time of war? Why Florence Nightingale was called The Lady of the Lamp?	Ancient Egypt. Who were the Ancient Egyptians?	Greeks: Can we believe a myth/legend?			
HOW WE USED TO LIVE							
Summer 1:	Seaside Holidays:	Toys/Houses: How can I decide if a toy is from the past or a modern toy? What are some of the differences between the past and my toys?	The Romans: What did The Romans ever do for me?	The Mayans: Why have great civilisations fallen?			
Substantive knowledge: What the pupils will know		Flo Night: The lives of significant individuals who have contributed to national and international achievements.	Toys: Changes within living memory.	Egyptians: The achievements of earliest civilisations.	Romans: The Roman empire and its impact on Britain.	Greeks: A study of Greek life and achievements on the western world	Mayans: A non-European society that provides contrasts with British history
Disciplinary knowledge: Thinking skills the pupils will use to understand what they know.	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate Summarise	Summarise Synthesise Explain Demonstrate Understanding Empathise	Reach Informed Conclusions Make reasoned Judgements Justify Apply Evaluate Critique Hypothesise			

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Science

Teachers plan their Science medium term plans from the PLAN primary science resources. This provides the basis and direction that lessons should take as well as suggested resources, vocabulary and investigation ideas.

An overview of the planning can be found on the science section of the school's webpage as well as below.



Science Knowledge
Matrices Y1-6 FV.pdf

Ongoing Science Objectives

I can ask relevant questions and use different types of scientific enquiries to answer them

I can Set up simple practical enquiries, comparative and fair tests

I can Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

I can Gather, record, classify and present data in a variety of ways to help in answering questions

I can Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

I can Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

I can Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

I can Identify differences, similarities or changes related to simple scientific ideas and processes

I can Use straightforward scientific evidence to answer questions or to support his/her findings

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I can Use straightforward scientific evidence to answer questions or to support his/her findings

	<u>Animals, including humans</u>	<u>States of matter</u>	<u>Electricity</u>
<p><u>Year 3</u></p> <ul style="list-style-type: none"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. • Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. • They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. • They might research different food groups and how they keep us healthy and design meals based on what they find out. <p><u>Year 4</u></p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey • Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. 		<ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). • Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. 	<ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. • Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. • Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. • Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage.

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	<ul style="list-style-type: none">● Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.		<ul style="list-style-type: none">● Pupils should be taught about precautions for working safely with electricity.● Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.
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We use the Northumberland County Council Agreed Syllabus with Understanding Christianity. The units are taught on a two-year rolling cycle to ensure a broad coverage. The units taught are shown below.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EFYS</u>	F4: Being special: where do we belong?	F2: Why is Christmas special for Christians? (UC: Incarnation)	F1: Why is the word 'God' so important to us? (UC: God)	F3: Why is Easter special to Christians? (UC: salvation)	F6: what times/stories are special and why?	F5: What places are special and why?
<u>KS1 (A)</u>	1.2: Who do Christians say made the world? (UC: creation)	1.3: Why does Christmas matter to Christians? (UC: Incarnation)	1.6: Who is Muslim and how do they live? (Part one)	1.7: Who is Jewish and how do they live? (Part one)	1.4: what is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	1.8: What makes some places sacred to believers?
<u>KS1 (B)</u>	1.1: What do Christians believe God is like? (UC: God)	1.7: Who is Jewish and how do they live? (Part two)	1.10: What does it mean to belong to a faith community?	1.5: Why does Easter matter to Christians? (UC: Salvation)	1.6: Who is Muslim and how do they live? (Part two)	1.9: How should we care for the world and for others and why does it matter?
<u>LKS2 (A)</u>	L2.1: What do Christians learn from the creation story? (UC: Creation/fall)	L2.3: What is the 'Trinity' and why is it important for Christians? (UC: Incarnation/God)	L2.9: How do festivals and worship show what matters to Muslim people?	L2.10: How do festivals and worship show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians: UC: Gospel)	L2.11: How and why do people mark the significant events of life?
<u>LKS2 (B)</u>	L2.2: What is it like for someone to follow god? (Christians: UC: People of God)	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? (UC: Salvation)	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? (UC: K of G)	L2.12: How and why do people try to make the world a better place?
<u>UKS2 (A)</u>	U2.2: Creation and Science: Conflicting or complementary? (Christians:UC:Creation/fall)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: Incarnation)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: 'What would Jesus do?' (UC: Gospel)	U2.12: Who does faith help when life gets hard?
<u>UKS2 (B)</u>	U2.1: What does it mean if Christians believe God is Holy? (UC: God)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindu's want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)	U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of god)	U2.10: What matters most to Humanists and Christians?

KEY: Christian Units – (using Understanding Christianity units)

Hindu units

Muslim Units

Jewish Units

Multi-faith comparative Units

Non- religious Worldviews Units

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E. Safety	<p><u>The computing curriculum will be updated in Autumn 2020 in line with new plans from NCC and NACE</u></p>
Computing	<p>As a school, we follow the Computing curriculum as researched and created by Northumberland County Council. This can be viewed by following this link:</p> <p> NCC & School360 Curriculum Overview</p>

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Design & Technology	<p style="text-align: center;"><u>Moving Monsters (pneumatics)</u></p> <ul style="list-style-type: none"> · investigate similar products to the one to be made to give starting points for a design · generate alternative plans and expound on the good points and drawbacks of his/her original design · select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately · explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product · consider how the finished product might be improved and how well it meets the needs of the user · join and combine materials and components accurately in temporary and permanent way · understand and use mechanical systems in his/her products e.g. pneumatics 	<p style="text-align: center;"><u>Levers and linkages moving picture (castle with moving parts) building on moving picture from KS1</u></p> <ul style="list-style-type: none"> · investigate similar products to the one to be made to give starting points for a design · generate alternative plans and expound on the good points and drawbacks of his/her original design · select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately · explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product · consider how the finished product might be improved and how well it meets the needs of the user · join and combine materials and components accurately in temporary and permanent way · understand and use mechanical systems in his/her products e.g. levers and linkages 	
Food and	<p><u>Soup made from seasonal harvest</u></p>	<p><u>Make some local delicacies</u></p>	<p><u>Italian Pizzas and more</u> Prepare and cook pizza predominantly savoury dishes using a range of cooking techniques</p>
Art and	<p>Explore stone age paintings, pigments and painting tools to make and then create art work. Use sketch book to record findings and use as a reference point</p>	<p>Linked with local history design and create a small proggy mat Also link with recycling of old clothes Or Rock project as did with Hilary Dury</p>	<p>Pop Art (heads)/link with Roman busts</p>
Music	<p>New scheme covers all aspects of the National Curriculum for music and each year group's skills and knowledge builds upon prior learning. Further information and resources can be found in the subject leader drive for music.</p>		

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	Blues Traditional hymns & Christmas production	R&B Bhangra	Jazz Soul
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P.E	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).</p> <p>Netball: High Five (7 weeks) https://www.northyorkshiresport.co.uk/uploads/rulebook.pdf https://www.completecoaching.org.uk/wp-content/uploads/2014/12/High-5-Drills.pdf Skills learnt: Passing, throwing, defending, catching, attacking and shooting. High 5 is a great way to get kids to get active, enjoy themselves and uses fun and variety to get them into the game, polish skills and aid fitness. With five players on court, and up to four off court roles. High 5 enables you to engage more kids, more of the time. Off court players take on roles such as time keeping and scoring. High 5 can be for mixed or single-sex teams with a maximum of two boys on court at any one time. A key part of High 5 is players rotating round positions. This means that all young people get to experience every position on court</p> <p>Football: Resources in yellow file (12 weeks). Skills learnt: Passing, passing and running with the ball, passing and shooting, defending and marking, positions, goalkeeper training.</p> <p>Hockey - Quicksticks (7 weeks) https://www.playquicksticks.co.uk (paper copies in quicksticks bag and/or resources cupboard) http://www.englishhockey.co.uk/page.asp?section= Skills learnt:</p>	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).</p> <p>Dance - (4 weeks) Wherever possible, the children will broaden their understanding of their own (modern and traditional) and different cultures through dance. https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/ https://www.youtube.com Street, Pop and Modern dancing - (4 weeks). Skills learnt: Perform dances using a range of movement patterns individually and within a group. Use simple dance vocabulary to compare and improve work.</p> <p>Gymnastics - (4 weeks to include a mini individual competition for the final week) see Val Sabin Teaching Manual for Gymnastics also Skills learnt: Time. Space. Weight. Flow. Balance/Weight bearing. Sequences .Demonstration. Review and Improve.</p> <p>Yoga (4 weeks) -See Cycle A for planning.</p> <p>Games - Tag Rugby (7 weeks)-see most up to date planning from Callum Lawn, Newcastle Falcons schools' coach. (7 weeks to include a mini competition for the final week)</p> <p>Swim England Learn to Swim Programme at Willowburn Leisure Centre (7 weeks) Skills learnt: To make sure our children can swim to the standard required by the national curriculum, we follow the Swim England School</p>	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends (32 weeks).</p> <p>Cricket -Chance to Shine programme (7 weeks with mini festival for last lesson). https://www.chancetoshine.org/teaching-resources . Skills learnt: Not just cricket - Students will bat, bowl, throw, catch, run and jump, but through the Chance to Shine's partnership with Marylebone Cricket Club and the MCC Spirit of Cricket message, they'll also learn key life skills such as teamwork, communication, respect and inclusion.</p> <p>A tool to teach the National Curriculum; NOT extra work! - Developed in partnership with the Youth Sport Trust, every 'Play' session plan focuses on fundamental movement skills, while 'Learn' activities use cricket to enliven and help teach core curriculum subjects.</p> <p>Athletics/ Quadkids (6 weeks) - See planning files www.sasp.co.uk https://www.yourschoolgames.com/taking-part/our-sports/athletics/</p> <p>Skills learnt:</p>
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Using a stick safely, dribbling, passing, passing and running with the ball, passing and shooting.

Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common type of athletics competition is track and field, but also includes road running and cross country events.

Swim England Learn to Swim Programme at Willowburn Leisure Centre (12 weeks, to include a swimming festival for the last week)

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		Swimming and Water Safety Charter - completing all eight Awards enabling the children to be competent and confident.	
Forest	To follow the FSC planning for Autumn term.		
MFL	<p>We use the Language Angels scheme (which covers all MFL national curriculum points and more for Primary MFL from EYFS to Y6) across school with the first half of the year being French lessons and then switching to Spanish at the start of Spring 2 half-term.</p> <p><u>French:</u> Phonics (Learning French spelling and grammar.)</p> <p>'I Am Learning...' (greetings & emotions)</p> <p>'Animals'</p>	<p>'I Am Able...' (Activities and interactions within varied setting, e.g. school, in a town, etc.)</p> <p>'Fruits' (Identifying and asking for quantities as well as the names of certain foods.)</p>	<p>'Presenting Myself' (Enhanced focus and details for greetings and speaking about ourselves and asking about others.)</p> <p>'My Family' (Naming family members and describing others.)</p>

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PSHE - Core 1	<p>fe. From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>KS 2 Learning opportunities in Health and Wellbeing - Pupils learn...</p> <p><u>Healthy Lifestyles (Physical Health and Wellbeing) - Healthy Choices</u> https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm_source=subscriber_phe&utm_medium=email&utm_campaign=march_edcoms&utm_content=downloadcta1 www.change4life.co.uk</p> <p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><u>Mental health -Take care of yourself</u> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><u>Ourselves, growing and changing -We are the Champions</u> H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><u>Keeping Safe -</u> H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p>	<p>http://northumberlandeducation.co.uk/PSHE/ <u>Healthy Lifestyles (Physical Health and Wellbeing) - Bug Busters</u></p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H40. Keeping Safe about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><u>Mental health - Express Yourself</u> https://youngminds.org.uk/resources/school-resources/?f3=10151#listing</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><u>Ourselves, growing and changing - Challenging negative thinking</u> H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><u>Keeping Safe - Link with E and Digital Safety</u> H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p>	<p><u>Mental Health - Signs to look for</u> See also NCC Padlets H18. about everyday things that affect feelings and the importance of expressing feelings H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><u>Ourselves, growing and changing - Embracing Change</u> H36. strategies to manage transitions between classes and key stages</p> <p><u>Keeping Safe - First Aiders</u> H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><u>Drugs, alcohol and tobacco - TITLE?????</u> <u>Focus on this in Year 5 and 6?</u></p>
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PSHE - Core 2	<p><u>KS 2 Learning Opportunities in Relationships Pupils learn:</u></p> <p><u>Families and close positive relationships -</u> R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><u>Friendships -</u> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><u>Managing hurtful behaviour and bullying -</u> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><u>Safe Relationships -</u></p>	<p><u>Families and close positive relationships -</u> R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><u>Friendships - (Link to E Safety)</u> R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><u>Safe Relationships - cover in E Safety topic</u> R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Respecting self and others - E safety link</u> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></p>
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PSHE - Core 3	<p><u>KS 2 Learning Opportunities in Living in the Wider World.</u> <u>Pupils learn:</u> <u>Shared responsibilities - Class Charter</u> <u>Economic wellbeing: Money -</u></p>	<p><u>Shared responsibilities - School Pets</u> <u>Media literacy and digital resilience - Link to E Safety</u> <u>Topic</u> L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes <u>Economic wellbeing: Aspirations work and career - bring your 'parent' to school week (different jobs)</u> 25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p><u>Shared responsibilities -</u> L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <u>Communities</u> L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p> <p><u>Economic wellbeing: Money -</u> L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>
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