LKS2 - Year 3/4 - Cycle 1- 2017-2018

LKS2 –	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic –
Location, Location, Location!
Enriching Experiences-

Topic –
Extreme Environments
Enriching Experiences-

Topic –
Horrible Histories- Mayans

Topic –
Horrible Histories- Vikings
Enriching Experiences- Yorvik Viking Centre.

Cycle 1
2017 -
2018

English: Writing - Year 3 - Basic Fluency
1. Make sure key skills from KS1 are still being applied before moving on.
2. Spelling patterns and syllables strategies.
3. Spell some identified commonly misspelt words from Year 3 and 4 word list.
4. Use and understand most of the grammatical terminology in English Appendix 2 for Year 3.
5. Suggest improvements to writing through changes in grammar and vocabulary and assessing writing with peers assessment.

English: Writing - Year 3 - Grammar, Punctuation and Spelling
1. To spell some homophones and near homophones correctly.
2. To spell some word families correctly based on common words, for example solve, solution, solver.
3. To spell some words with additional prefixes and suffixes and understand how to add them to root words, for example form nouns using super, anti, auto - ation, ous, ion,ian.
4. To use some inverted commas to punctuate direct speech.
5. Some use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].

English: Writing - Year 3 - Handwriting
1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

English: Writing - Year 3 – Composition
2. To compose some sentences using a wider range of structures linked to the grammar objectives.
3. Introduction to paragraphs as a way to group related material.
4. Uses fronted adverbials correctly some of the time, including the use of a comma. For example: Later that day, I went shopping.
5. Uses expanded noun phrases, using two adjectives with a comma when necessary, to add further detail.
6. Sometimes uses a wider range of conjunctions, including when, if, because, although.
7. Discuss and write narratives (with a clear structure, setting, characters and plot) and non-narratives using organisational devices such as headings and sub-headings.

English: Writing - Year 4 - Basic Fluency
1. Make sure key skills from Year 3 are still being applied before moving on.
2. Spelling patterns and syllables strategies.
3. Spell most identified commonly misspelt words from Year 3 and 4 word list.
4. Use and understand most of the grammatical terminology in English Appendix 2 for Year 4.
5. Suggest improvement to writing through changes in grammar and vocabulary and assessing writing with peers assessment.

English: Writing - Year 4 - Grammar, Punctuation and Spelling
1. Spell words with additional prefixes and suffixes and understand how to add them to root words, for example ation, ous, ion, ian, super, anti, auto.
2. To spell most homophones and near homophones correctly.
3. Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
4. Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials.
5. Mostly uses forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].

English: Writing - Year 4 - Handwriting
1. Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

English: Writing - Year 4 – Composition
1. Uses a range of sentences with more than one clause.
2. Paragraphs are organised around a theme and open with topic sentences.
3. Uses fronted adverbials correctly most of the time, including the use of a comma. For example: Later that day, I went shopping.
4. Uses expanded noun phrases with modifying adjectives and prepositional phrases, for example, The strict teacher with curly hair.
5. Uses a wider range of conjunctions most of the time, including when, if, because, although.
6. Discuss and write narratives (with a clear structure, setting, characters and plot) and non-narratives using organisational devices such as headings and sub-headings.

English:
The highway man – robbery – witness statements – wanted posters – character descriptions
Narrative
Poem

English:
Narrative- Dracula
Non-Narrative- Newspaper Reports

English:
Non-Narrative- Polar Regions- Non-Chron Report, Factfile.
Narrative- Rainforest Stories.
Poetry- Desert Poems.
Forest Schools

English:
Narrative
Non-Narrative
Poetry

English:
Narrative - viking
Non-Narrative
Poetry – Viking gods

English:
Narrative
Non-Narrative
Poetry
Forest Schools

Maths - Year 3 - Basic Fluency   Forest Schools & P4C
1. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones and tenths).
2. Count in 1/10's through whole numbers e.g. 0.8 to 1.1.
3. The pupil can add and subtract mentally 1's 10's and 100's from a three-digit number.
4. Read and write numbers to at least 1000 in numerals and in words.
5. Count in multiples of 4, 8, 50 and 100 and find 10 more or less from a given number.
6. Know Timetables 2, 3, 4, 5, 8, 10 (Efficient recall/inverse division facts).
7. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Mathematical facts e.g. 90º in a right angle.

Maths - Year 3 – Number   Forest Schools & P4C
1. Compare and order numbers up to 1000.
2. Solve number problems and practical problems involving the basic skills (Fluency).
3. Add and subtract numbers mentally, including:
   a three-digit number and ones
   a three-digit number and tens
   a three-digit number and hundreds
4. Add and subtract amounts of money to give change, using both £ and p in practical contexts.
5. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
6. Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240).
7. Multiplication and division of two-digit by a one-digit number using formal written layout.
8. Recognise equivalent fractions e.g. 2/8 = ¼.
9. Pupils can add and subtract fractions with same denominator e.g. 3/5 – 1/5 = .

Maths - Year 3 - Measure/Geometry/Statistics   Forest Schools & P4C
M1 – Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
M2 - Know the number of seconds in a minute and the number of days in each month, year and leap year.
M3 - Estimate and read (Different contexts) time with increasing accuracy to the nearest minute; minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
M4 - Can convert 120 cm to m; 5m into cm; 3000g into kg.

G1 –Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them, being able to measure their perimeter.
G2 - Can identify right angles and whether an angle is greater or less than 90 degrees.

Maths - Year 4 - Basic Fluency
1. Count backwards through zero to include negative numbers to three digits.
2. Recognise the place value of each digit in a four-digit number (Thousands, hundreds, tens, ones and tenths).
3. Count in 1/100's through whole numbers e.g. 0.01 to 1.0.
4. Count in multiples of 6, 7, 9, 25 and 1000 and find 1000 more or less from a given number.
5. Know Timetables 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 (Efficient recall/Inverse division facts).
6. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Mathematical facts e.g. 90º in a right angle.

Maths - Year 4 - Number
1. Compare and order numbers beyond 1000.
2. Round any number to the nearest 10, 100 or 1000.
3. Read roman numerals to 100.
4. Solve number problems and practical problems involving the basic skills (Fluency).
5. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
6. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
7. Multiplication and division of two-digit and three-digit numbers by a one-digit number using formal written layout.
8. Solve problems, including 2 step problems, involving multiplying and dividing, problems such as n objects are connected to m objects.
9. Pupils can add and subtract fractions with same denominator e.g. 3/5 – 1/5 = .
10. Compare numbers with the same number of decimal places up to two decimal places.
11. Round decimals with one decimal place to the nearest whole number.

Maths - Year 4 - Measure/Geometry/Statistics
M1 – Consolidate converting between different units of measure e.g 120 cm to m; 5m into cm; 3000g into kg.
M2 – Measure perimeter in cm and m and work out the area by counting squares.
M3 – Convert time between analogue and digital solving relating contextual problems.

G1 – Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
G2 - Identify lines of symmetry in 2-D shapes presented in different orientations and create simple symmetrical figures.
S1 - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

MFL: Spanish
FL2/1.1 Listening & Comprehension
FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding

FL2/1.3 Reading & Comprehension
FL2/1.3a read carefully and show understanding of words, phrases and simple writing
FL2/1.3b appreciate stories, songs, poems and rhymes in the language

FL2/1.4 Writing
FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly

FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2d present ideas and information orally to a range of audiences*		FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		FL2/1.4b describe people, places, things and actions orally* and in writing FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
Geography: Settlements (Leeds) Forest Schools Location, Location, Location name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **History: Local Study** A local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Geography:		Geography: Forest Schools **Extreme Environments** Extreme environments (climates & effect of weather) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	History: **Mysterious Mayans** P4C a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	History: Forest Schools **Vicious Vikings** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld	
RE: P4C **Theme:** Beliefs and Practices **Key Question:** How special is the relationship Jews have with God? **Religion:** Judaism	**RE:** P4C **Theme:** Christmas **Key Question:** What is the most significant part of the nativity story for Christians today? **Religion:** Christianity	**RE:** P4C **Theme:** Passover **Key Question:** How important is it for Jewish people to do what God asks them to do? **Religion:** Judaism	**RE:** P4C **Theme:** Easter **Key Question:** Is forgiveness always possible? **Religion:** Christianity	**RE:** P4C **Theme:** Rites of Passage and good works **Key Question:** What is the best way for a Jew to show commitment to God? **Religion:** Judaism	**RE:** P4C **Theme:** Prayer and Worship **Key Question:** Do people need to go to church to show they are Christians? **Religion:** Christianity
Science: Forces & magnets (Year 3 unit) - Compare how things move on different surfaces. - Notice that magnets attract and repel and that other forces need contact (two poles) - Group materials according to their magnetic force and make predictions.	**Science:** Forest Schools Working scientifically Investigation on human impact on the environment.	**Science:** Forest Schools **Science: Living things & their habitats** (Year 4 unit) - Recognise that living things can be grouped. - Explore and use classification keys. - Recognise that environments can change.	**Science:** Forest Schools Science: States of matter (Year 4 unit) - Compare and group solids, liquids and gasses. - Observe that materials change state depending on temperature. - Identify that part played by evaporation and condensation in the water cycle.	**Science:** Forest Schools **Science: Light** (Year 3 unit) - Recognise that we need light to see things in the dark. - Notice that light is reflected from surfaces. - recognise that light from the sun can be dangerous. - Recognise that shadows are formed when light is blocked by a solid object.	**Science:** Forest Schools Science: Sound (Year 4 unit) - Identify how sounds are made linked to vibrations. - Recognise that vibrations travel from a medium to the ear. - Find patterns between pitch and volume. Other sounds and where it comes from. - Recognise that sounds get fainter as the source increase.
Computing: Communication and E-Safety P4C NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Computing:** Algorithms, control and programming NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC9) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**Computing:** Algorithms, control and programming NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC7) design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	**Computing:** How computers work NC10) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**Computing:** Data and information NC12) 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	**Computing:** Data and information NC12) 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
DT: Investigation into building a bridge. Forest Schools - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ◻ investigate and analyse a range of existing products ◻ evaluate their ideas and products against their own design criteria and consider the views of	**DT: Building a 3D town based on plans.** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ◻ investigate and analyse a range of existing products ◻ evaluate their ideas and products against their own design criteria and consider the views of	**DT: Creating an extreme environment.** Forest Schools generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of	**DT: Building a Mayan Temple** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of	**DT: Viking Longboat** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of	**DT: Viking house** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of

others to improve their work.	others to improve their work.	others to improve their work.	others to improve their work.	others to improve their work.	others to improve their work.

Art: Forest Schools	**Art**: P4C	**Art**:	**Art**: Forest Schools	**Art**: Forest Schools	**Art**: Forest Schools
David Hockney study. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ⬚ 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] ⬚ about great artists, architects and designers in history.	**Observational Drawings.** **Henry Moore Sculptures.** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ⬚ 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] ⬚ about great artists, architects and designers in history.	**Collages- Polar Animal, Rainforest Animal, Desert Animal.** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ⬚ 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] ⬚ about great artists, architects and designers in history.	**Sculptures- Pots, idols for worship.** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ⬚ 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] ⬚ about great artists, architects and designers in history.	**Sgraffito art. Celtic designs and Celtic pictures.** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ⬚ 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] ⬚ about great artists, architects and designers in history.	**Viking jewellery and weaponry.** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ⬚ 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] ⬚ about great artists, architects and designers in history.
Music: Play and perform Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**Music:** Play and perform Create and compose Improvise and compose music for a range of purposes using the inter – related dimensions of music.	**Music:** Listen and rehearse sounds accurately Listen with attention to detail and recall sounds with increasing aural memory.	**Music:** Patterns: use and apply musical notation Use and understand staff and other musical notation.	**Music:** Listening to and appreciate a range of music P4C Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	**Music:** Music over time Forest Schools Develop an understanding of the history of music.
PE - Teacher led - – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination	**PE - Teacher led** - Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE - Teacher led** - Fitness: NC 3 - develop flexibility, strength, technique, control and balance	**PE - Teacher led** - Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE - Teacher led** - Dance – Street Dance NC 4 - perform dances using a range of movement patterns	**PE - Teacher led** – Rounders NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PE – PE Coordinator PPA – Netball NC 1 - use running, jumping, throwing and catching in isolation and in combination	**PE – PE Coordinator PPA** – Dance NC 3 - develop flexibility, strength, technique, control and balance NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE – PE Coordinator PPA** – Fitness NC 3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**PE – PE Coordinator PPA** – Handball NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE – PE Coordinator PPA** – Football NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	**PE – PE Coordinator PPA** – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHE **Drug, alcohol and tobacco education:** Year 3 - Tobacco is a drug - the definition of a drug and that drugs (including medicines) can be harmful to people - about the effects and risks of smoking tobacco and second hand smoke - about the help available for people to remain smoke free or stop smoking Discrete lessons **Cross curricular links** Computing – leaflet (Mind mate lesson: Feeling good and being me: Goals and aspirations) Discrete lesson taught P4C	**PSHE** **Keeping safe and managing risk:** Year 3 - Bullying – see it, say it, stop it - to recognise bullying and how it can make people feel - about different types of bullying and how to respond to incidents of bullying - about what to do if they witness bullying **Cross curricular links** English – newspaper reports about bullying (Mind mate lesson: Family and friends: Unkind behaviour) Discrete lesson taught P4C	**PSHE** **Careers, financial capability and economic wellbeing:** Year 3 - Saving, spending and budgeting - about what influences people's choices about spending and saving money - how people can keep track of their money - about the world of work **Cross curricular links** Maths - investigation (Mind mate lesson: Life changes: New faces/ new routines) Discrete lesson taught P4C **Sex and relationship education:**	**PSHE** **Mental health and emotional wellbeing:** Year 3 - Strengths and challenges - about celebrating achievements and setting personal goals - about dealing with put-downs - about positive ways to deal with set-backs (Mind mate lesson: Strong emotions: introducing strong emotions, including anger) Discrete lesson taught P4C **Sex and relationship education:** Year 4 - Growing up and changing - about the impact of puberty in physical hygiene and strategies for managing this	**PSHE** **Identity, society and equality:** Year 3 - Celebrating difference - Pupils learn about valuing the similarities and differences between themselves and others - Pupils learn about what is meant by community - Pupils learn about belonging to groups **Cross curricular links** History – differences between Vikings today and now (Mind mate lesson: Being the same, being different: differing opinions) Discrete lesson	**PSHE** **Physical health and wellbeing:** Year 3 - What helps me choose? - about making healthy choices about food and drinks - about how branding can affect what foods people choose to buy - about keeping active and some of the challenges of this Cross curricular links Computing Discrete lesson (Mind mate lesson: Solving problems/making it better: dealing with difficult situations). Discrete lesson taught P4C

Year 4 - Making choices	**Year 4 - Playing safe**	**Year 4 - Growing up and changing**	- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty	taught P4C	**Year 4 - What is important to me?**
- that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - about the effects and risks of drinking alcohol - about different patterns of behaviour that are related to drug use Discrete lessons	- how to be safe in their computer gaming habits - about keeping safe near roads, rail, water, building sites and around fireworks - about what to do in an emergency and basic emergency first aid procedures	- about the way we grow and change throughout the human lifecycle - about the physical changes associated with puberty - about menstruation and wet dreams	- strategies to deal with feelings in the context of relationships to answer each other's questions about puberty with confidence, to seek support and advice when they need it	**Year 4 – Democracy** - about Britain as a democratic society - about how laws are made - learn about the local council	- why people may eat or avoid certain foods (religious, moral, cultural or health reasons) - about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) - about the importance of getting enough sleep
	Cross curricular links Geography – Safety aspects of the locality	**Cross curricular links** Science – Human body	**Cross curricular links** Computing Discrete lesson	**Cross curricular links** History – differences between Vikings today and now	-
(Mind mate lesson: Feeling good and being me: Feelings - intensity) Discrete lesson taught P4C	(Mind mate lesson: Family and friends: skills to maintain and keep positive relationships) Discrete lesson taught P4C	(Mind mate lesson: Life changes: positive and negative effects on emotional wellbeing and mental health). Discrete lesson taught P4C	(Mind mate lesson: Strong emotions: resisting pressure) Discrete lesson taught P4C	(Mind mate lesson: Being the same, being different: Know actions affect themselves and others) Discrete lesson taught P4C	**Cross curricular links** History – differences between Vikings today and now
Asthma lesson for Year 2, 3 or 4 - that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use			-		(Mind mate lesson: Solving problems/making it better: coping with difficult situations). Discrete lesson taught P4C

LKS2 - Year 3/4 - Cycle 2 -   2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Coastal Explorers Enriching Experiences- Trip to Bridlington		**Through The Ages** Stone Age – Iron Age Enriching Experiences-		**Revolting Romans** Enriching Experiences- Roman Visit in School www.romanstours.co.uk	
Cycle 2 2018 - 2019	**English: Writing - Year 3 - Basic Fluency** 6. Make sure key skills from KS1 are still being applied before moving on. 7. Spelling patterns and syllables strategies. 8. Spell some identified commonly misspelt words from Year 3 and 4 word list. 9. Use and understand most of the grammatical terminology in English Appendix 2 for Year 3. 10. Suggest improvements to writing through changes in grammar and vocabulary and assessing writing with peers assessment.	**English: Writing - Year 3 - Grammar, Punctuation and Spelling** 6. To spell some homophones and near homophones correctly. 7. To spell some word families correctly based on common words, for example solve, solution, solver. 8. To spell some words with additional prefixes and suffixes and understand how to add them to root words, for example form nouns using super, anti, auto - ation, ous, ion,ian. 9. To use some inverted commas to punctuate direct speech. 10. Some use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	**English: Writing - Year 3 - Handwriting** 8. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		**English: Writing - Year 3 – Composition** 9. To compose some sentences using a wider range of structures linked to the grammar objectives. 10. Introduction to paragraphs as a way to group related material. 11. Uses fronted adverbials correctly some of the time, including the use of a comma. For example: Later that day, I went shopping. 12. Uses expanded noun phrases, using two adjectives with a comma when necessary, to add further detail. 13. Sometimes uses a wider range of conjunctions, including when, if, because, although. 14. Discuss and write narratives (with a clear structure, setting, characters and plot) and non-narratives using organisational devices such as headings and sub-headings.	
	English: Writing - Year 4 - Basic Fluency 6. Make sure key skills from Year 3 are still being applied before moving on. 7. Spelling patterns and syllables strategies. 8. Spell some identified commonly misspelt words from Year 3 and 4 word list. 9. Use and understand most of the grammatical terminology in English Appendix 2 for Year 4. 10. Suggest improvement to writing through changes in grammar and vocabulary and assessing writing with peers assessment.	**English: Writing - Year 4 - Grammar, Punctuation and Spelling** 6. Spell words with additional prefixes and suffixes and understand how to add them to root words, for example ation, ous, ion, ian, super, anti, auto. 7. To spell most homophones and near homophones correctly. 8. Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. 9. Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials. 10. Mostly uses forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	**English: Writing - Year 4 - Handwriting** 10. Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		**English: Writing - Year 4 – Composition** 7. Uses a range of sentences with more than one clause. 8. Paragraphs are organised around a theme and open with topic sentences. 9. Uses fronted adverbials correctly most of the time, including the use of a comma. For example: Later that day, I went shopping. 10. Uses expanded noun phrases with modifying adjectives and prepositional phrases, for example, The strict teacher with curly hair. 11. Uses a wider range of conjunctions most of the time, including when, if, because, although. 12. Discuss and write narratives (with a clear structure, setting, characters and plot) and non-narratives using organisational devices such as headings and sub-headings.	
	English: Poetry – 1 week Seaside Description Narrative – 3 weeks Seaside Story Non-Narrative – 3 weeks Recount	**English:** Narrative Non-Narrative Poetry	**English:** Forest Schools Narrative Non-Narrative Poetry	**English:** Forest Schools Narrative Non-Narrative Poetry	**English:** Narrative Non-Narrative Poetry	**English:** Narrative Non-Narrative Poetry
	Maths - Year 3 - Basic Fluency Forest Schools & P4C	**Maths - Year 3 - Number** Forest Schools & P4C			**Maths - Year 3 - Measure/Geometry/Statistics** Forest Schools & P4C	
	1. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones and tenths). 2. Count in 1/10's through whole numbers e.g. 0.8 to 1.1. 3. The pupil can add and subtract mentally 1's 10's and 100's from a three-digit number. 4. Read and write numbers to at least 1000 in numerals and in words. 5. Count in multiples of 4, 8, 50 and 100 and find 10 more or less from a given number. 6. Know Timetables 2, 3, 4, 5, 8, 10 (Efficient recall/inverse division facts).	1. Compare and order numbers up to 1000. 2. Solve number problems and practical problems involving the basic skills (Fluency). 3. Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds 4. Add and subtract amounts of money to give change, using both £ and p in practical contexts. 5. Add and subtract numbers with up to three digits, using formal written methods of			M1 – Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). M2 - Know the number of seconds in a minute and the number of days in each month, year and leap year. M3 - Estimate and read (Different contexts) time with increasing accuracy to the nearest minute; minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. M4 – Can convert 120 cm to m; 5m into cm; 3000g into kg.	

7. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Mathematical facts e.g. 90⁰ in a right angle.	columnar addition and subtraction. 6. Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240). 7. Multiplication and division of two-digit by a one-digit number using formal written layout. 8. Recognise equivalent fractions e.g. 2/8 = ¼. 9. Pupils can add and subtract fractions with same denominator e.g. 3/5 – 1/5 = .	G1 –Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them, being able to measure their perimeter. G2 - Can identify right angles and whether an angle is greater or less than 90 degrees.

Maths - Year 4 - Basic Fluency	**Maths - Year 4 - Number**	**Maths - Year 4 - Measure/Geometry/Statistics**
1. Count backwards through zero to include negative numbers to three digits. 2. Recognise the place value of each digit in a four-digit number (Thousands, hundreds, tens, ones and tenths). 3. Count in 1/100's through whole numbers e.g. 0.01 to 1.0. 4. Count in multiples of 6, 7, 9, 25 and 1000 and find 1000 more or less from a given number. 5. Know Timetables 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 (Efficient recall/Inverse division facts). 6. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Mathematical facts e.g. 90⁰ in a right angle.	1. Compare and order numbers beyond 1000. 2. Round any number to the nearest 10, 100 or 1000. 3. Read roman numerals to 100. 4. Solve number problems and practical problems involving the basic skills (Fluency). 5. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. 6. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 7. Multiplication and division of two-digit and three-digit numbers by a one-digit number using formal written layout. 8. Solve problems, including 2 step problems, involving multiplying and dividing, problems such as n objects are connected to m objects. 9. Pupils can add and subtract fractions with same denominator e.g. 3/5 – 1/5 = . 10. Compare numbers with the same number of decimal places up to two decimal places. 11. Round decimals with one decimal place to the nearest whole number.	M1 – Consolidate converting between different units of measure e.g 120 cm to m; 5m into cm; 3000g into kg. M2 – Measure perimeter in cm and m and work out the area by counting squares. M3 – Convert time between analogue and digital solving relating contextual problems. G1 – Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. G2 - Identify lines of symmetry in 2-D shapes presented in different orientations and create simple symmetrical figures. S1 - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

| MFL: Spanish
 FL2/1.1   Listening & Comprehension
 FL2/1.1a   listen attentively to spoken language and show understanding by joining in and responding
 FL2/1.1b   explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 FL2/1.2d   present ideas and information orally to a range of audiences* | FL2/1.3   Reading & Comprehension
 FL2/1.3a   read carefully and show understanding of words, phrases and simple writing
 FL2/1.3b   appreciate stories, songs, poems and rhymes in the language
 FL2/1.3c   broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | FL2/1.4   Writing
 FL2/1.4a   write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 FL2/1.4b   describe people, places, things and actions orally* and in writing
 FL2/1.4c   understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |

| Geography:

 Geographical skills and fieldwork: Forest Schools <br> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | History:
 Pupils should be taught about: Forest Schools
 - changes in Britain from the Stone Age to the Iron Age
 Examples (non-statutory)
 - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel, for example, Stonehenge
 - Iron Age hill forts: tribal kingdoms, farming, art and culture

 Geography:
 Locational knowledge
 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
 Geographical skills and fieldwork Forest Schools
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | History:
 Pupils should be taught about:
 - the Roman Empire and its impact on Britain
 Examples (non-statutory)
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

 Geography:
 Locational knowledge
 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
 Geographical skills and fieldwork
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |

RE: **Religion:** Hinduism **Theme:** Divali **Key Question:** Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	RE: **Religion:** Christianity **Theme:** Christmas **Key Question:** Has Christmas lost its true meaning?	RE: **Religion:** Christianity **Theme:** Jesus' Miracles **Key Question:** Could Jesus really heal people? Were these miracles or some other explanation?	RE: **Religion:** Christianity **Theme:** Easter - Forgiveness **Key Question:** What is 'good' about Good Friday?	RE: **Religion:** Hinduism **Theme:** Hindu beliefs **Key Question:** How can Brahman be everywhere and in everything?	RE: **Religion:** Christianity **Theme:** Prayer and Worship **Key Question:** Do people need to go to church to show they are Christians?
Science: Electricity (Year 4 unit) - 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	**Science:** Investigation on human impact on the environment Forest Schools - Identify that Humans need to make their own food and get nutrition from what they eat. - Recognise that environments can change- resulting in danger to animals/ living things.	**Science:** Forest Schools Animals (nutrition) (Year 3 unit) - 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	**Science:** Forest Schools Plants (life cycle) (Year 3 unit) -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	**Science:** Animals including humans (skeletons & muscles) (Year 3 unit) - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Science:** Animals including humans (digestive systems & teeth) Forest Schools (Year 4 unit) - 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.

			- investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		
- 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.					
Computing: Communication and E-Safety P4C NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Computing:** Using the internet NC10) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	**Computing:** Algorithms, control and programming NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC7) design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	**Computing:** Text and graphics NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	**Computing:** Data and information NC12) 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.	**Computing:** Digital Media NC12) 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.
DT: Lighthouse **Design** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	**DT:** Seaside food cooking - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**DT:** Forest Schools Stone Age Houses **Design** - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**DT:** Forest Schools Stone Age/Iron Age Food - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**DT:** Roman Chariot **Design** - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	**DT:** Roman Food and Bread - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Art: P4C Natural Seaside Art Anthony Goldsworthy - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.	**Art:** Seaside Photography Artist – CA to find - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.	**Art:** Forest Schools Cave Art - to create sketch books to record their observations and use them to review and revisit ideas - 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]	**Art:** Forest Schools Artist – CA to find - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.	**Art:** Roman Sculpture Artist – CA to find - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.	**Art:** Roman Mosaics - to create sketch books to record their observations and use them to review and revisit ideas - 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]

	Music: Play and perform Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**Music:** Play and perform Create and compose Improvise and compose music for a range of purposes using the inter – related dimensions of music.	**Music:** Listen and rehearse sounds accurately Listen with attention to detail and recall sounds with increasing aural memory.	**Music:** Patterns: use and apply musical notation Use and understand staff and other musical notation.	**Music:** Listening to and appreciate a range of music P4C Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	**Music:** Music over time Forest Schools Develop an understanding of the history of music.
	PE - Teacher led – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination	**PE - Teacher led** – Gymnastics NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE - Teacher led** - Fitness: NC 3 - develop flexibility, strength, technique, control and balance	**PE - Teacher led** - Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE - Teacher led** - – Dance – Street Dance NC 4 - perform dances using a range of movement patterns	**PE - Teacher led** – Rounders NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	PE – PE Coordinator PPA – Netball NC 1 - use running, jumping, throwing and catching in isolation and in combination	**PE – PE Coordinator** PPA – Dance NC 3 - develop flexibility, strength, technique, control and balance NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE – PE Coordinator** PPA – Fitness NC 3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**PE – PE Coordinator** PPA – Handball NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**PE – PE Coordinator** PPA – Football NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	**PE – PE Coordinator** PPA – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	PSHE **Drug, alcohol and tobacco education:** Year 3 - Tobacco is a drug - the definition of a drug and that drugs (including medicines) can be harmful to people - about the effects and risks of smoking tobacco and second hand smoke - about the help available for people to remain smoke free or stop smoking **Cross curricular links** Computing - Leaflet (Mind mate lesson: Feeling good and being me: Goals and aspirations) Discrete lesson taught P4C Year 4 - Making choices - that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - about the effects and risks of drinking alcohol - about different patterns of behaviour that are related to drug use Discrete lessons (Mind mate lesson: Feeling good and being me: Feelings - intensity) Discrete lesson taught P4C Asthma lesson for Year 2, 3 or 4 - that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	**PSHE** **Keeping safe and managing risk:** Year 3 - Bullying – see it, say it, stop it - to recognise bullying and how it can make people feel - about different types of bullying and how to respond to incidents of bullying - about what to do if they witness bullying **Cross curricular links** Music - Compose a song (Mind mate lesson: Family and friends: Unkind behaviour) Discrete lesson taught P4C Year 4 - Playing safe - how to be safe in their computer gaming habits - about keeping safe near roads, rail, water, building sites and around fireworks - about what to do in an emergency and basic emergency first aid procedures **Cross curricular links** Computing - Poster (Mind mate lesson: Family and friends: skills to maintain and keep positive relationships) Discrete lesson taught P4C	**PSHE** **Careers, financial capability and economic wellbeing:** Year 3 - Saving, spending and budgeting - about what influences people's choices about spending and saving money - how people can keep track of their money - about the world of work **Cross curricular links** Science – P4C – Is a healthy diet expensive? History – P4C – What did the introduction of money do to human society? (Mind mate lesson: Life changes: New faces/ new routines) Discrete lesson taught P4C **Sex and relationship education:** Year 4 - Growing up and changing - about the way we grow and change throughout the human lifecycle - about the physical changes associated with puberty - about menstruation and wet dreams **Cross curricular links** Discrete lesson (Mind mate lesson: Life changes: positive and negative effects on emotional wellbeing and mental health). Discrete lesson taught P4C	**PSHE** **Mental health and emotional wellbeing:** Year 3 - Strengths and challenges - about celebrating achievements and setting personal goals - about dealing with put-downs - about positive ways to deal with set-backs **Cross curricular links** History - How early man evolved (Mind mate lesson: Strong emotions: introducing strong emotions, including anger) Discrete lesson taught P4C **Sex and relationship education:** Year 4 - Growing up and changing - about the impact of puberty in physical hygiene and strategies for managing this - how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty - strategies to deal with feelings in the context of relationships - to answer each other's questions about puberty with confidence, to seek support and advice when they need it **Cross curricular links** Discrete lesson (Mind mate lesson: Strong emotions: resisting pressure) Discrete lesson taught P4C -	**PSHE** **Identity, society and equality:** Year 3 - Celebrating difference - Pupils learn about valuing the similarities and differences between themselves and others - Pupils learn about what is meant by community - Pupils learn about belonging to groups **Cross curricular links** Science – Similar internal biology different exterior History & Geography – Difference in culture and ancestry (Mind mate lesson: Being the same, being different: differing opinions) Discrete lesson taught P4C Year 4 – Democracy - about Britain as a democratic society - about how laws are made - learn about the local council **Cross curricular links** History - the early beginnings of Democracy (Mind mate lesson: Being the same, being different: Know actions affect themselves and others) Discrete lesson taught P4C	**PSHE** **Physical health and wellbeing:** Year 3 - What helps me choose? - about making healthy choices about food and drinks - about how branding can affect what foods people choose to buy - about keeping active and some of the challenges of this **Cross curricular links** PE – Healthy lifestyles DT - Food (Mind mate lesson: Solving problems/making it better: dealing with difficult situations). Discrete lesson taught P4C Year 4 - What is important to me? - why people may eat or avoid certain foods (religious, moral, cultural or health reasons) - about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) - about the importance of getting enough sleep - **Cross curricular links** PE – Healthy lifestyles DT - Food (Mind mate lesson: Solving problems/making it better: coping with difficult situations). Discrete lesson taught P4C