

<ul> <li>History</li> <li>Ancient Greece: a studiachievements and their world</li> </ul>	y of Greek life and r influence on the western • Working Scientifically			
Art and Design       Computing         • Drawing – pencil (perspective – 3D box design)       • E Safety         • 3D Work – Clay Pandora's Box       • E Safety				
Climate/Environment <ul> <li>Conservation of electri</li> </ul>	city – how can we reduce our use of electricity?			

ational Curriculum (Knowledge and Skills): Pupils should be taught about:         Inclent Greece – a study of Greek IIIE and achievements and their influence on the western world         urriculum Intent (Key knowledge to be learned):         When and where ancient Greeks (Wed, including some of their most important cities         Origins of the Olympic games         Family IFie in ancient Greeks         About the ancient Greeks at war, including Spartan soldiers         Ancient Greek solds and heross         Origins of the Olympic con the modern world, government and democracy, English language and alphabet, spormatis (Pythagoras) and philosophy (Plato and Socrates)         ge Related Subject Skills (Progression Guidance):         Develop increasingly secure chronological knowledge and understanding of history. local, British and world         Put events, people, places and artefacts on a time-line         Use correct terminology to describe events in the past         Develop use of appropriate subject terminology, such as: empire, civilisation, monarch         Suggest where we might find answers to questions considering a range of sources         Understand that knowledge about the past is con-structed from a variety of sources         Construct and organise responses by selecting relevant historical data         Be aware that different versions of the past is con-structed from a variety of sources         I dentify and give reasons for historical events, situations and changes         I dentif		History					
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<ul> <li>Communicate understanding of the past in a variety of ways</li> <li>Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum display</li> <li>Discuss change and continuity in an aspect of life e.g. holidays</li> <li>Recognise why people did things, why some events happened and what happened as a result of people's actions or events</li> <li>Identify similarities and differences between ways of life in different periods, including their own lives</li> <li>Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why</li> </ul> <b>Tier 1</b> Tier 2   Tier 3   God   Mortals   Festival   Spartan   Olympics		•		•	-	iles	
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Heroes Theater Olympics		er 1				er 3	
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Legend					Olympics		

Legend

Government

	Culture Architecture Empire Civilisation	Democracy Philosophy Artefacts		
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<ul> <li>National Curriculum (Knowledge and Skills): Pupils should be taught to Year 4         <ul> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate t series circuit</li> <li>recognise some common conductors and insulators, and association</li> </ul> </li> <li>Year 3 and 4         <ul> <li>ask relevant questions and use different types of scientific enquities, set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and, where appropriat units, using a range of equipment, including thermometers and</li> <li>record findings using simple scientific language, drawings, labelle gather, record, classify and present data in a variety of ways to P                  identify differences, similarities or changes related to simple science report on findings from enquiries, including oral and written exp conclusions</li> <li>use straightforward scientific evidence to answer questions for nev questions</li> </ul> </li> <li>Investigation Focus: Conductors and Insulators file:///C:/Users/lpugh/Downloads/Conductors And Insulators.pdf</li> <li>Climate/Environment: Saving Energy – reducing electricity consumption https://www.valuesm</li> <li>Prior Learning</li> <li>Forever Firs children working at ARE should already be able to:                  ask simple questions and recognise that they can be answered in observe closely, using simple equipment</li> <li>perform simple tests</li> </ul>	g its basic parts, including cells, wires, bulbs, based on whether or not the lamp is part of a his with whether or not a lamp lights in a simp re metals with being good conductors ries to answer them te, take accurate measurements using standar data loggers ed diagrams, keys, bar charts, and tables elp in answering questions ntific ideas and processes planations, displays or presentations of results o support their findings	rd s and
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<ul> <li>observe closely, using simple equipment</li> </ul>	different ways	
	different ways	
<ul> <li>gather and record data to help in answering questions</li> </ul>		
<ul> <li>identify and classify</li> </ul>		
<ul> <li>use their observations and ideas to suggest answers to question</li> </ul>	IS	
Key Vocabulary		
Tier 1 Tier 2	Tier 3	
Metal Appliance Ei	nquiry Venn diagram Condu	uctor
Light Electricity Pr	actical Comparative test Insula	ator
	tematic Fair test	
	ervation Series circuit	
	ervation Series circuit ndings Cells	
Battery R	ervation Series circuit ndings Cells Table	

Lamp

Classify

Pre	Loop Data edictions Difference Similaritie Material Evidence Findings	ces ies al ce
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	Science A	ssessment	
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
			S
P	rin	<b>Nar</b>	
	Sch		

Art an	d Design
materials (for example, pencil, charcoal, paint, clay) Pupils should be taught:     about great artists, architects and designers in history  Curriculum Intentions (Key Knowledge and Skills to be learn  Drawing – pencil (perspective – 3D box design)  3D Work – Clay Pandora's Box	ncluding drawing, painting and sculpture with a range of
<ul> <li>Year 3 3D Work</li> <li>Use equipment and media with confidence.</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Learn to secure work to continue at a later date.</li> <li>Join two parts successfully.</li> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>Produce larger ware using pinch/slab/ coil techniques.</li> <li>Continue to explore carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique</li> </ul> Drawing <ul> <li>Develop intricate patterns/ marks with a variety of media.</li> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> </ul> Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use.	<ul> <li>Year 4 3D Work <ul> <li>Work in a safe, organised way, caring for equipment.</li> <li>Secure work to continue at a later date.</li> <li>Make a slip to join to pieces of clay.</li> <li>Decorate, coil, and produce marquettes confidently when necessary.</li> <li>Model over an armature: newspaper frame for modroc.</li> <li>Use recycled, natural and man- made materials to create sculptures.</li> <li>Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique.</li> <li>Demonstrate awareness in environmental sculpture and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> </ul> </li> <li>Drawing <ul> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>Have opportunities to develop further drawings featuring the third dimension and perspective</li> <li>Further develop drawing a range of tones, lines using a pencil.</li> <li>Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>Attempt to show reflections in a drawing</li> <li>Begin to use media and techniques (line, tone, colour) to</li> </ul> </li> </ul>

Prior Learning				l.		
Forever Firs children in Year 3 working at ARE should already be able to:Forever Firs children in Year 4 working at ARE should already be able to:3D Work </th						
		Key Voca	bulary			
Tier 1			er 2		т	ier 3
Pencils Rubbers Crayons Pastels Felt tips Pen Chalk Scribbling Light/dark lines Light/dark shapes Light/dark patterns Colour	Rolling Pinching Tools Safety Join	Observation Intricate Patterns Marks Media Facial expression perspective Technique Texture Reflection Movement Exploration Experiment Environmental Sculpture Effect Time	Clay Shape Mode Imaginat Kneadi Impres Decorat Equipme Carvin Imagina Realist Base Exten Plan Collec Record	e el tion ng ss ion ent ng ary tic d t t pp d	Hatching, Scribbling, Stippling Blending Tone Grades HB, 2B, 4B etc Charcoal Third dimension	Papier-mache, Salt dough Modroc Pinch/slab/coil technique Slip Marquette (scale model/rough draft) Armature (frame)
• •	Ar	t and Desig	1 Assessr	nent		
Children working belov		working towards ARE	Children wo			working above ARE

Comp	Computing		
National Curriculum:			
<ul> <li>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>			
Curriculum Intentions (Key Knowledge to be learned):			
<ul> <li>Children will learn to program a moveable robot which they will build from a construction kit (cross-curricular DT unit)</li> <li>Children will be able to recall rules from previous learning in their own words in addition to 'Zip it, Block it, Flag it.' At the end of the unit, children will add and edit rules to reflect their new learning.</li> <li>Children will understand how people can seem like friends online. They will understand what online bullying might look like and give examples. Children will know how friends can be bullies through peer pressure.</li> <li>Children will know how lots of small pieces of information can build up to show the bigger picture/lots of personal information. Children will be able to identify what personal information they can retrieve from statuses, conversations between friends, photos posted on line, 'check ins' etc. <a href="https://www.youtube.com/watch?v=6TUMHplBveo">https://www.youtube.com/watch?v=6TUMHplBveo</a></li> <li>Children will know that pictures don't always reflect who is behind the screen. They understand how pictures can create misconceptions about people e.g. people with pets = caring, smiling = nice, playing football = outgoing etc.</li> <li>Children will know what privacy settings are and how to activate them on a range of devices (including</li> </ul>			
location on phones). Children will begin to take responsibility for creating their own passwords and			
keeping them safe. They will be able to talk about which passwords aren't safe/easy to guess.			
<ul> <li>Age Related Subject Skills (DDAT Progression Guidance):</li> <li>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</li> <li>Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge</li> <li>Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</li> <li>Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</li> </ul>			
Age Related Subject Skills (Firs Progression Guidance): Year 3	Year 4		
<ul> <li>Reviewing and editing online safety rules</li> <li>Digital friends and online bullying</li> <li>Assessing the trustworthiness of websites</li> <li>Understanding digital footprints</li> <li>Avatar creating: online identities can be</li> </ul>	<ul> <li>Reviewing and editing online safety rules</li> <li>Dealing with peer pressure and online bullying</li> <li>Understanding information can be seen by anyone online</li> <li>Virtual friendships vs real friendship; who we</li> </ul>		
misleading or false	can trust		

	<ul> <li>Protecting myself from harm online (website safety features, age appropriate games, privacy settings)</li> </ul>
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## **Prior Learning**

## Forever Firs children working at ARE should already be able to:

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching
- Pupils learn to explore websites and to say whether they like them or not and why

Key Vocabulary							
Tier 1			Tier 2		Tier 3		
Adult Trust Safe		5	Password Relationship Cautious Share Private Information Respect	Implications Community Responsible Comfortable Public Privacy	E Safety Website Spam	Digital citizen Online	

## Primary - School --

Computing Assessment						
Children working below ARE	Children working towards	Children working at ARE	Children working above ARE			
	ARE					

## Firs Primary School –