Cycle 2 – Summer Term

Year 3/4

Year 3 Sherwood Forest study
Year 4 Carlton Explorers

	MFL	PSHE	Computing	PE
National Curriculum objectives and coverage	**French Year 3** **Subject Endpoints** **Skills** Recognise and respond to familiar spoken words, phrases and sentences (such as instructions/classroom vocabulary). Ask and answer simple questions. Perform simple communicative tasks using correct pronunciation. Recognise some familiar words in written form. Read a simple sentence, rhyme or poem. Write simple words. **Knowledge** Identify countries where the language is spoken. Discuss similarities and differences of social conventions between different cultures. Recognise a children's song/rhyme well known to native speakers. **Year 4** **Subject Endpoints** **Skills** Identify words/short phrases and recognise/compare different sounds. Ask and answer a wider range of questions. Memorise and present a short spoken text. Read and understand a range of familiar written phrases. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help. **Knowledge** Discuss festivals and celebrations in different cultures. Compare aspects of everyday life at home and abroad. Identify similarities in some traditional stories.	**Relationships - Be Yourself** **Subject Endpoints** **Skills** To express thoughts and feelings respectfully. Know how and when to be assertive. Recognise personal strengths and achievements. Recognise different emotions. To know how to make things right when we make mistakes. **Knowledge** To develop respectful relationships. Use personal strengths and achievements to build self-confidence. **Health and Wellbeing - Safety First** **Subject Endpoints** **Skills** Develop strategies to deal with peer pressure. To take responsibility for own safety. To recognise hazards and dangers. **Knowledge** Know what to do in risky situations. Recognise dangerous substances; drugs (including medicines), cigarettes and alcohol. **SRE- It's My Body and Growing Up** **Subject Endpoints** **Skills** To recognise safer choices regarding bodies and health. Develop strategies on how to keep our bodies healthy. Develop respectful approaches to discuss body parts and relationships. **Knowledge** Identify ways to look after our bodies in terms of: sleep and exercise, diet, cleanliness and substances. To know we grow and change, both physically and emotionally. Understand how male and female bodies play a part in human reproduction. To know about different relationships and family structures.	**Programming and Algorithms** **Subject Endpoints** **Skills** Understand that a computer program runs sequentially. Discuss what a program does based on its code. Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program containing a loop, conditionals and variables. Show care and precision to avoid errors. Use some terminology for loops and selection when discussing an algorithm. To discuss sort and search algorithms. **Knowledge** Create a program which includes sequence, selection and repetition. Use logical reasoning to detect and correct errors in algorithms and programs. Explore the effect of changing the variables in simulations. Debug a program after testing it. Write an algorithm for a task. Debug an algorithm after testing it. Evaluate the efficiency of an algorithm. Record a more complex algorithm using a flowchart. **Finding Out** **Subject Endpoints** **Skills** Use a spreadsheet program to automatically create charts and graphs from data. Use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Add a formula to a cell to automatically make a calculation in that cell. **Knowledge** To use data to interpret and answer a specific question. Make practical use of a spreadsheet. Store and access data using a database. Turn questions into search criteria and use database tools to find answers. Represent data in a database using appropriate data types. **Online Safety** We follow 'Education for a Connected World'. **Subject Endpoints** **Skills** To have strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. Privacy and Security **Knowledge** To know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise	**Play competitive games: Handball.** **Subject Endpoints** **Skills** Begin to pass the ball in different ways e.g. chest, bounce, low, high, shoulder. Understand and follow the rules of a game. Start to learn about the principles suitable for attacking and defending. **Knowledge** Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending. **Develop flexibility, strength, technique, control and balance: Athletic Activities (Multi-skills).** **Subject Endpoints** **Skills** Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills. **Knowledge** Compare performances with previous ones and demonstrate improvement to achieve their personal best. **Perform dances using a range of movement patterns: Dance.** **Subject Endpoints** **Skills** Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment. **Knowledge** Perform dances using a range of movement patterns. Evaluate and recognise their own success. **Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)** **Subject Endpoints** **Skills** Collaborate with others to keep track of personal achievement. Compete with others (and the past self) at various fitness stations. Develop flexibility, strength, technique, control and balance. **Knowledge** Compare performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activitie

Year 5/6	Year 5 Gedling Local History Study Year 6 Our World			
	MFL	**PSHE**	**Computing**	**PE**
National Curriculum objectives and coverage	**French** **Subject Endpoints** **Skills** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. **Knowledge** To apply vocabulary to different contexts. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Identify French words for: sports and leisure activities around town and homes. Describe people, places, things and actions orally and in writing.	**SRE** **It's My Body and Growing up** **Subject Endpoints** **Skills** How to deal with their feelings towards themselves, their families and others in a positive way. Explore how the media presents information. Recognise and challenge stereotypes. To know where different pressures can come from and how these pressures can be resisted. Be aware of different types of relationships, including marriage and those between friends and families. To know how to engage positively in a relationship. That their actions affect themselves and others. **Knowledge** Recognise how we grow and change, both physically and emotionally. Recognise the types of relationships people have. To know about sexual relationships and sexually transmitted diseases. To know about positive body image and stereotypes. **Health and Wellbeing - Aiming High** **Subject Endpoints** **Skills** Recognise achievements, aspirations and opportunities. Recognise the type of attitude that helps us succeed. Identify own personal preferred learning styles, to understand how individuals learn best. Recognise challenges people face and barriers to success. Develop strategies to overcome such obstacles. To identify opportunities that are available now and those which may be available in the future. Identify stereotypes in the world of work. **Knowledge** To adopt preferred individual learning style in order to learn best. Know that attitudes effect successes. Work in a solution focused way to overcome barriers to success. To reflect on their personal goals and the steps they can take to achieve these in the future.	**Computing - What is a Computer? Computer Networks** **Subject Endpoints** **Skills** Develop strategies to avoid internet trolling. Reduce individual digital footprint. To use computer networks for communication and collaboration. Apply the fundamental principles and concepts of computer science. **Knowledge** Explain the role of an IP address and a Domain Name System DNS. Explain how a website request is sent from router to router before being found. Know the difference between the Internet and a web browser. Explain why computers use binary to send information. Explain that the Internet uses packets when sending data. know the difference between physical, wireless and mobile networks. Explain why different methods are used to send information. To be aware of the consequences of too much screen time. (Health, well-being and lifestyle). Know that a computer receives an input, processes it and then gives a visible output. know how a computer works and the main components of a computer system. know the difference between hardware and application software, and their roles within a computer system. Show an awareness of tasks best completed by humans or computers. **Communicating** **Subject Endpoints** **Skills** Create a digital text which includes a range of elements for a specific purpose. Use text, sound, image, video camera angles and framing editing tools and techniques to create a desired effect. Use a range of devices to create music. Work collaboratively on an online document. **Knowledge** Evaluate the design and layout of digital texts and use their findings to support the planning and design in their work. **Online Safety** We follow Education For a Connected World. **Self-image and Identity** **Subject Endpoints** **Skills** Identify strategies for positive relationships in online communities. Use effective routes to report inappropriate online behaviour. Engage in positive online interaction to empower and amplify voice. **Knowledge** To have an understanding of the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. Explore the impact of online technologies on self-image and behaviour. Know how technology shapes communication styles.	**Cricket** **Subject Endpoints** **Skills** Continue to develop underarm bowling accuracy. Continue to develop directional batting. Develop close, and deep field, catching. **Knowledge** To use throwing and catching in isolation and in combination. To bat the ball in an intended direction. Accurately bowl towards a target. **Basketball** **Subject Endpoints** **Skills** To dribble with the ball and turn where necessary. To accurately shoot the ball towards a target/net. Adopt effective attacking and defending techniques. **Knowledge** Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending. **Tennis** **Subject Endpoints** **Skills** To play a forehand shot. To play a backhand shot. Develop different types of shots to play when attacking the opponent. **Knowledge** Play competitive games of Tennis. Develop flexibility, strength, technique, control and balance: **Outdoor Athletics** **Subject Endpoints** **Skills** Further develop sprinting techniques. Develop flexibility, strength, technique, control and balance in a variety of athletic events. **Knowledge** Engage in a variety of athletic events in order to practice for Sports Day. Use running, jumping and throwing in isolation. Evaluate and recognise own success in the pursuit of personal bests.