



Mithian School Curriculum

Autumn 1st Half Term Sequence – Year A 3 and 4

History /Geography (previous year's learning) in KS1

How everyday life in Zambia is different to life in the UK.

INTENT

1. 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
2. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country

Sequence of learning

The countries in the European Union: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic (Czechia), Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden.

Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest.

Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists.

It has also become a place that people migrate to from countries such as Syria.

There are many reasons that can push and pull people away from their homes to live somewhere else.

1. Where is Europe and what are its countries like?
2. Why would you visit the Mediterranean?
3. Why are migrants coming to Greece?
4. What is the landscape of Greece like today?
5. Where would you visit in Athens?
6. How does everyday life in Athens compare with that in other places?

Outcome/Composite

To be able to...describe Europe and its countries, finding similarities and differences between the UK and Greece.

Science (previous year's learning) in KS1

Know that animals, including humans, have offspring which grow into adults. Know the basic stages in a life cycle for animals, including humans. Find out and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

INTENT

1. Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.
2. Know how nutrients, water and oxygen are transported within animals and humans.
3. Know about the importance of a nutritious, balanced diet.
4. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Sequence of learning

Biology: Animals including humans: nutrition, skeletons and muscles

1. Different animals are adapted to eat different foods.
2. Many animals have skeletons to support their bodies and protect vital organs.
3. Muscles are connected to bones and move them when they contract.
4. Movable joints connect bones.

How does the angle that your elbow/knee is bent affect the circumference of your upper arm/thigh?

How do the skeletons of different animals compare?

How does our skeleton change over time? (from birth to death)

Do male humans have larger skulls than female humans?

How does the skull circumference of a girl compare with that of a boy?

Why do different types of vitamins keep us healthy and which foods can we find them in?

Outcome/Composite

To be able to...explain why animals have skeletons and what a healthy diet is and why it is important?

Art and Design / Design Technology (previous year's learning) in KS1

Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for

INTENT

1. Discover when and where fruits and vegetables are grown.
2. Learn about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes

Sequence of learning

Cooking and Nutrition: Eating seasonally

1. Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.
2. Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.
3. Following the instructions within a recipe.
4. Establishing and using design criteria to help test and review dishes.
5. Describing the benefits of seasonal fruits and vegetables and the impact on the environment.
6. Suggesting points for improvement when making a seasonal tart.

To know that not all fruits and vegetables can be grown in the UK.

To know that climate affects food growth.

To know that vegetables and fruit grow in certain seasons.

To know that cooking instructions are known as a 'recipe'.

To know that imported food is food that has been brought into the country.

To know that exported food is food that has been sent to another country.

To understand that imported foods travel from far away and this can negatively impact the environment.

To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.

To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.

To know safety rules for using, storing and cleaning a knife safely.

To know that similar coloured fruits and vegetables often have similar nutritional benefits.

Outcome/Composite

To be able to...explain where fruit and vegetables are grown and use them to create dishes.

Computing (previous year's learning) in KS1

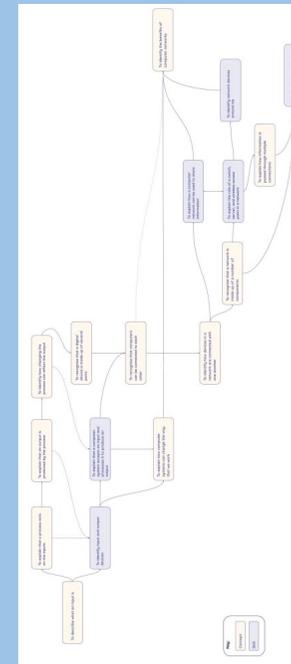
Pupils understand how technology can help them. Pupils become more familiar with computer components. Pupils develop keyboard and mouse skills. Pupils start to consider how to use technology responsibly

INTENT

1. Children develop understanding of digital devices, with focus on input, process, output
2. Children compare digital and non-digital devices
3. Children introduced to infrastructure e.g. routers and switches

Sequence of learning

[Right click here, press 'open hyperlink'](#)



Outcome/Composite

To be able to...

Physical Education (previous year's learning)

INTENT

1. Children know where they are with their learning and are beginning to challenge themselves.
2. Children are responding positively when things are challenging and are beginning to understand that regular practice will improve their skills.
3. Children are introduced to more challenging movements.

Sequence of learning JASMINE

1. Co ordination Footwork
2. Co ordination Footwork
3. Coordination Footwork
4. One leg Static Balance
5. One leg Static Balance
6. One leg Static Balance.

POWER OF PE SWIMMING

1. Water confidence
2. Stroke development
3. Stroke development
4. Stroke development
5. Stroke development
6. Stroke Development

Outcome/Composite

To be able to side step with a turn on both legs, skip with 90 degree angle at arms and legs and hopscotch forwards and backwards on alternate legs. Swimming confidence, strokes and distance improved from respective starting points.

Reading Opportunities:



Mithian School Curriculum

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PSHE

(previous year's learning) in KS1
my own and others strengths. I know what a job is and why people do them. I can describe some community jobs. I know what makes someone good at their job.

INTENT

1. To explore how people choose a job or career.
2. To be able to identify money and its uses

Sequence of learning

World of Work

1. What types of jobs can you think of?
2. My strengths and goals
3. Different jobs and career paths
4. How do people decide on their job
5. Transferable skills

Spending and Saving Money

1. Introduce saving and spending money
2. The value of coins and notes
3. Where does money come from?
4. What do you do with your money?
5. Saving money

Outcome/Composite

To be able to...explain skills or qualities linked to a job and to be able to explain different ways of gaining and saving money.

Religious Education

(previous year's learning) in KS1
I know what a job is and why people do them. I can describe some community jobs. I know what makes someone good at their job.

INTENT

Make sense of belief:
 1 Place the concepts of God and Creation on a timeline of the Bible's 'big story'
 2 Make clear links between Genesis 1 and what Christians believe about God and Creation
 3 Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world
 Understand the impact:
 4 Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
 5 Describe how and why Christians might pray to God, say sorry and ask for forgiveness
 Make connections:
 6 Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today.

Sequence of learning

2a:1 CREATION FALL:

What do Christians learn from the creation story?
 1 Experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature.
 2 Read the Jewish/Christian creation story, Genesis 1:1–2:3; say, write or draw what the story suggests is wonderful about the world.
 3 Point out that Christians and Jews believe that God created the world. From the story, collect some ideas about what kind of God it is who creates the world.
 4 Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. Look at Genesis 1:28–30. Make up some more detailed instructions from God to humans to keep the world 'very good'.
 5 Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'.
 6 Find and listen to some songs and hymns that celebrate the Christian idea of God as creator. Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans.
 7 Remind pupils that many people are not Christians and don't believe the world was created by God. Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other.
 8 See how the story continues: read Genesis 2:15–17 and chapter 3 in a dramatic and engaging way.

Outcome/Composite

To be able to...

Music

(previous year's learning) in KS1
Explore ways of representing high and low sounds and long and short sounds using symbols and any appropriate means of notation

INTENT

1. To understand notation
2. To understand time signatures 2/4 and 4/4
3. To create a graphic score

Sequence of learning

Developing Notation Skills How does music bring us closer together?

Step	Activity 1: Musician's Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1: Essential Quiz Option 2: Understanding Music Option 3: Improvise Together	Home is Where The Heart Is	Home is Where The Heart Is	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	Option 1: Understanding Music Option 2: Improvise Together	Hallelujah Chorus From Messiah	Home is Where The Heart Is	N/A	Options: Improvise Together Improvise with the Song	Perform and share what has taken place in the lesson
3	Option 1: Understanding Music Option 2: Improvise Together	Let's Work It Out Together	Let's Work It Out Together	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
4	Option 1: Understanding Music Option 2: Improvise Together	The Loco-Motion	Let's Work It Out Together	N/A	Options: Compose with the Song Create a Graphic Score Compose with a Theme Drawing Of Ideas	Perform and share what has taken place in the lesson
5	Option 1: Understanding Music Option 2: Improvise Together	Please Be Kind	Please Be Kind	N/A	N/A	Perform and share what has taken place in the lesson
6	Option 1: Understanding Music Option 2: Improvise Together Option 3: Theory Quiz	Hallelujah Chorus From Messiah	Build a song of your choice	Play instrumental parts with your chosen instruments if available	Options to watch Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert

Outcome/Composite

To be able to...create a musical score using 2/4 or 4/4 notation.

MFL

(previous year's learning) in KS1
In the EYFS and KS1 children have opportunities to build up a basic awareness of other languages, via examples of languages used and referred to in everyday contexts, eg Registration.

INTENT

1. To use simple greetings in French.
2. To ask and answer simple questions as to how they are.
3. To understand that French words are pronounced differently to English ones.

Sequence of learning

1. Share knowledge and experiences of the French language, and introduce the subject and the sorts of things covered.
2. Early Start unit 1.1. Begin using simple greetings, eg salut, au revoir.
3. Further practise using simple greetings
4. Practise asking "How are you?" Ca va?
5. Practise answering the question, eg Tres bien, ca va?
6. Consolidate and practise the above greetings.

Outcome/Composite

To be able to...greet each other in French, say goodbye, and ask each other how they are, and answer.

(previous year's learning)

INTENT

- 1.
- 2.
- 3.

Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Outcome/Composite

To be able to...

Reading Opportunities: