



# Buxton Primary School

## Year 3 & 4

### Overview of Topics: 2019/20 (year 2 of two year rolling programme)

Year Group	Autumn	Spring	Summer
Y3	<p><u>Animals &amp; Humans</u> (nutrition, skeletons, muscles, environmental change).</p> <ul style="list-style-type: none"> <li>○ Identify that animals and humans need different types of nutrition, classify living things, learn how changing environments affect living things.</li> <li>○ Learn about the different food groups needed for Health and well being.</li> <li>○ Design a healthy diet.</li> <li>○ Measure how exercise effects and changes our bodies.</li> </ul> <p><u>Rocks &amp; Soils:</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p><u>Light:</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.</p> <p><u>Magnets &amp; Forces</u> Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Plants:</u> 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 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.</p>
Y4	<p><u>Electricity:</u> 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</p>	<p><u>Living things and their habitats</u> Recognise that things can be grouped in a variety of ways Explore and use classification keys (Forest Schools) Identify and name a variety of living things in local and wider environment Recognise that environments can change and this can sometime pose danger to living things (food chains)</p>	<p><u>Animals &amp; Humans</u> (nutrition, skeletons, muscles, environmental change).</p> <ul style="list-style-type: none"> <li>○ Identify that animals and humans need different types of nutrition, classify living things, learn how changing environments affect living things.</li> </ul>

	<p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Sound:</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Teeth :</p> <p>Look at the composition of teeth in animals and humans</p> <p>Identify similarities and differences</p> <p>Learn how teeth change</p> <p>Causes and effects of tooth decay</p>	<ul style="list-style-type: none"> <li>○ Learn about the different food groups needed for Health and well being.</li> <li>○ Design a healthy diet.</li> <li>○ Measure how exercise effects and changes our bodies.</li>   <li>○ Finding how sounds are made, finding patterns in sounds.</li> </ul> <p>Year 4 only:</p> <p><u>Animals including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p><u>States of Matter</u></p> <ul style="list-style-type: none"> <li>○ Comparing and grouping materials, heating and cooling materials to see the changes of state.</li> <li>Measuring in temperature.</li> </ul>
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Y3/4	<p>Anglo Saxons – Britain’s settlements</p> <ul style="list-style-type: none"> <li>● Define the terms invaders and settlers</li> <li>● Place significant dates concerning the invasion of the Anglo-Saxons on a timeline of British history</li> <li>● Discuss why invasions are not always unpopular and why settlers are not always welcome</li> <li>● List the basic needs that a new settlement should provide</li> <li>● Understand how local resources can be used by a settlement</li> <li>● Interpret and draw sketch maps</li> <li>● Describe the food and drink that the Anglo-Saxons grew, raised, hunted and prepared</li> <li>● Explain some of the difficulties Anglo-Saxon farmers experienced</li> <li>● Discuss how healthy the diet of Anglo-Saxons was</li> <li>● Describe the materials and techniques used by Anglo-Saxons for their buildings</li> <li>● Design and make a model of an Anglo-Saxon building following a template and using a variety of materials to represent the building</li> <li>● Explain the position of warriors in Anglo-Saxon society.</li> <li>● List the weapons that were used by Anglo-Saxon warriors.</li> <li>● Design and make their own Anglo-Saxon shield.</li> <li>● Explain that the Anglo-Saxons were pagans when they first invaded Britannia</li> <li>● Understand that the Romans had introduced Christianity to Britannia</li> <li>● Research and describe an Anglo-Saxon god or goddess</li> <li>● Make an Anglo-Saxon amulet</li> <li>● Describe the Anglo-Saxon system of courts and punishment</li> <li>● Show empathy for the Anglo-Saxon system of justice through role play</li> </ul>	<p>Post 1066 study</p> <p>Study different periods in transport history</p>	None
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Y3/4	None	<p>Countries and weather</p> <ul style="list-style-type: none"> <li>- Use maps and globes to identify the Equator, Northern and Southern hemisphere, tropics of Cancer and Capricorn.</li> <li>-Identify countries in the northern and southern hemisphere and mark on a blank map of the World.</li> <li>-Learn how to use coordinates and keys to read maps and identify geographical human and physical features.</li> <li>-Learn how to use maps, atlases, globes and digital / computer mapping.</li> <li>-Answer geographical questions</li> <li>-Use ICT / books, travel guides as wells as a number of other sources to research facts about a country and present findings to the class.</li> <li>-Create an interesting non-fiction text (leaflet) about a country to show their findings.</li> <li>-Present to the class their findings and compare my findings with others in relation to the position of their country and the Equator.</li> <li>-Identify the position of the Arctic and the Antarctic Circle using a globe and Atlas.</li> <li>-Write an explorers diary to describe the human and physical features of Antarctica and compare to life at home in the UK.</li> <li>-Use ICT in groups to research climate and weather in the tropics and present a weather forecast to the class.</li> <li>-Discuss the difference between weather in the tropics and compare to the UK.</li> </ul>	<p>Overview of the Americas and Europe</p> <ul style="list-style-type: none"> <li>-Learn about the Prime Meridian and why it was needed link to science light and shadows.</li> <li>-Use clocks to identify the time in different countries.</li> <li>-Complete a comic strip with time zones and counties to show and explain what people are doing around the world at different times whilst we are sleeping in the UK.</li> <li>-Recap on continents from year 2 and identify.</li> <li>-Use maps and atlases to locate countries in North and South America and identify on a blank map.</li> <li>-Use a key in atlases to identify capital cities in N &amp; S America.</li> <li>-Write a diary entry as an explorer to show understanding of the landscape and climate in south America showing comparisons to the UK.</li> <li>- Write a persuasive letter to show understanding of land use patterns of the Rainforest and explain reasons why they have changed over time</li> <li>-Collaboratively with others piece together a jigsaw puzzle of Europe, alongside using an atlas and identify the countries and surrounding bodies of water.</li> <li>-Use the internet to investigate the key European rivers and mountains,</li> <li>-Research a chosen capital city in Europe using ICT and travel guides and then create a poster to persuade travellers to visit there - posters to include famous landmarks of the capital cities</li> <li>-Use map symbols to identify counties, county towns in England as well as main rivers and major peaks in the UK.</li> </ul>
<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

## Design & Technology

<p>Y3/4</p>	<p><u>Forest schools</u> Exploring woodland art. Using different natural materials and joining using a variety of knots in different scenarios. Creating materials when developing imaginative scenes to interact with as part of a group or individually. Building dens / shelters out of natural materials.</p>	<p>Healthy living – cooking</p> <ul style="list-style-type: none"> <li>● To consider the different needs of different people through examination of the Eatwell plate and apply knowledge to suggest healthy alternative food choices</li> <li>● Work collaboratively to group foods together according to type using a card sorting exercise</li> <li>● Learn about the food needs of different people through class discussion and powerpoint presentation to understand likes and dislikes (vegetarians) religions, availability of food.</li> <li>● Learn how to keep an area hygienically clean before food preparation by observing hygiene rules and watching examples of suitable and unsuitable areas.</li> <li>● Read, understand and adapt recipes to included preferred ingredients and seasonal ingredients recording changes to amounts in books and re-writing ingredients list.</li> <li>● Measure ingredients to the nearest gram when following recipes to ensure accuracy.</li> <li>● Follow a recipe accurately to try new foods</li> <li>● Prepare and make savoury dishes including fruit salad and cous cous following the principles of a healthy diet.</li> <li>● Learn about food labelling, the information this provides and how it helps us make healthy choices by looking at a variety of food packets to compare information</li> <li>● Understand how food can spoil as well as ways to prevent this. Consider the effect this can have on our bodies by recording varieties of poisons and effects.</li> <li>● Learn about overall healthy living – not just related to food eaten but exercise too and consider how to make healthier choices in the way we cook and what we do so we can live in a better way.</li> </ul>	<p><u>Sculpture - clay - Totem Poles (North America link)</u></p> <ul style="list-style-type: none"> <li>-Learn how to use clay mouldable material by joining two pieces of clay using a cross hatching technique.</li> <li>-Explore how to create different shapes and textures for effect using a range of materials found in everyday life.</li> <li>-Manipulate clay to create different shapes by rolling, squeezing, cutting, shaping.</li> <li>-Apply clay techniques to create own Totem pole sculpture designed in Art.</li> <li>-Use techniques taught to recreate a sculpture that combines shapes and patterns to convey feelings and expression of their personality.</li> <li>- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines to paint Totem poles using colours to represent their mood and personality.</li> <li>- Evaluate their product against their own design criteria and consider the views of others to improve their work.</li> </ul> <p>Year 3 – Sculpture</p> <ul style="list-style-type: none"> <li>-Gather inspiration for ideas from other notable designers.</li> <li>- Cut materials accurately and safely.</li> <li>- Measure and mark out to create a template.</li> <li>-Apply appropriate cutting and shaping techniques.</li> <li>-Select appropriate joining techniques.</li> <li>-Design with purpose by identifying purpose.</li> <li>-Choose suitable techniques to construct and strengthen.</li> </ul>
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**Art & Design Observational drawing developed each term in KS2.**

<p>Y3/4</p>	<p><b>Techniques -Painting -</b></p> <ul style="list-style-type: none"> <li>• Learn how to mix colours effectively.</li> <li>• Use watercolour paint to learn how to create a backwash.</li> <li>• Experiment with creating mood with colour..</li> <li>• Use a number of thick and thin brushes to create shapes, textures, patterns and lines.</li> </ul> <p>Apply skills in art day project – focus pointillism techniques – inspired by George Seurat.</p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• To learn about abstract art through examination and class discussion of artwork by Kandinsky.</li> <li>• Compare and contrast his works with that of previously taught movements to identify similarities and differences through discussion</li> <li>• Collage a “circles” style piece of art using a variety of coloured paper cut into circles and stuck using glue to create a layered effect.</li> </ul> <p>Year 3/4 - Create a brightly coloured spring related picture for display using a range of thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p><b>Year 3/4- Printing</b></p> <p>-Create printing block from string and wood – either wrapped or VERY simply drawn and stuck design.</p> <p>-Use printing block to make precise repeating patterns to create a Mother's day card.</p>	<p><b>Sculpture - Clay/Totem poles -</b></p> <p>-Use ICT to research and collect information on Totem pole to develop artistic ideas.</p> <p>-Annotate research found by commenting on visual artworks including pattern, colours, style, symbols, shapes.</p> <p>-Using the influence of other ideas draw and design their own original Totem pole design related to their own personality.</p> <p>-Pencil draw sketching lightly and add detail using shading to show light and shadow as well as hatching and cross hatching to show tone and texture.</p> <p>-Discuss their chosen design with others giving reasons for their choices.</p> <p><b>Digital media -</b></p> <p>- Learn about composition and framing by deciding what to leave in / out of the picture.</p> <p>-use knowledge to create a sun picture using natural found items and deciding on angle, background, position in the frame, portrait or landscape.</p> <p>-Children record explanation of their design ideas onto sound buttons to share with others.</p> <p>-Learn how to use digital camera safely and its features - e.g. Zoom, focus, flash.</p> <p>-Learn about Focus and find items on treasure hunt using previously taught framing considerations to take picture.</p> <p>-Identify letters of the alphabet in everyday life objects and take pictures using digital cameras.</p>
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**RE**

<p>Y3</p>	<p>Worship, Pilgrimage and sacred places</p> <ul style="list-style-type: none"> <li>• To explain the main beliefs of Hindus and understand the term polytheism.</li> </ul>	<p>Easter – Christianity</p> <ul style="list-style-type: none"> <li>• To learn the links between Easter and Passover and understand why Passover is an important festival.</li> </ul>	<p>Teaching and sacred texts</p> <p>Comparison of Hindu and Christianity</p>
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	<ul style="list-style-type: none"> <li>To learn about worship through the elements, rituals and artefacts that are involved in Hindu worship in a Mandir.</li> <li>To learn <i>some journeys have a special significance.</i></li> <li>To reflect on feelings and experiences linked to pilgrimage and special journeys.</li> <li>To learn about the importance of a variety of places to Christians and in detail about a Christian place of pilgrimage.</li> </ul>	<ul style="list-style-type: none"> <li>To recall the Easter story and understand the importance of Jesus' words at the Last Supper.</li> <li>To understand the importance, in Christianity, of the cross and the resurrection.</li> </ul> <p>Prayer :</p> <ul style="list-style-type: none"> <li>To understand how hymns, choruses and requiems are used in prayer.</li> <li>To identify elements of prayer in religious music and writings.</li> <li>To learn the lords prayer and understand its meaning through the words and phrases used.</li> <li>To identify words and phrases used for prayers and use these to write their own prayers.</li> <li>To understand why and how we can pray.</li> </ul>	<ul style="list-style-type: none"> <li>To learn that books are very special because, for some people, they contain teachings and truths about God.</li> <li>To identify and describe some Hindu sacred texts.</li> <li>To express understanding of some Christian texts through art.</li> <li>To explore Hindu beliefs through a story.</li> <li>To explore the meaning of parables.</li> </ul>
Y4	<p>Inspirational people</p> <p><b>This unit will enable children to think about who inspires them and to consider how Jesus an Mohammad are still inspirational. Children will be learning about and reflecting on important concepts, experiences and beliefs, which are at the heart of religious traditions and developing their own views and ideas on religious and spiritual issues</b></p>	<p>Religion and the individual</p> <ul style="list-style-type: none"> <li><b>Children will be able to explore aspects of Christianity and Islam and will help children to discover what is expected of a person who follows a religion. Children will have the opportunity to explore the concept of "faith" and relate this to their own lives as well as to other people in the local community.</b></li> <li>Describe some of the things that are the same and different for religious people.</li> <li>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</li> <li>Describe the variety of practices and ways of life that are closely connected to beliefs and teachings.</li> <li>Respond to the challenges of commitment both in their own lives and within religious traditions.</li> </ul>	<p>Family, faith and the community</p> <p>To enable children to explore Religion, Family and Community within Christianity and Islam. It will introduce children to the concept worship and community and will enable them to explore the meanings both in their own lives and within the lives of Christians and those in other faiths.</p>

Year Group	Autumn	Spring	Summer
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P.E.			
Y3			

	<p><u>Games – Rugby and Football</u>          Throw and catch with control and accuracy.</p> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><u>Mile a Day.</u></p> <ul style="list-style-type: none"> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> </ul> <p><u>Fitness</u>          Sprint over a short distance up to 60 metres.</p> <ul style="list-style-type: none"> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> </ul>	<p><u>Games /Ball skills - netball and dodgeball</u></p> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• Swim up to 25 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Perform safe self-rescue in water-based situations.</li> </ul> <p><u>Outdoor and adventurous activities HORSTEAD</u></p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to manage risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use map and compasses to orientate themselves.</li> </ul>	<p><u>Year 3/4 Athletics</u></p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> </ul> <p><u>Net Games /Ball skills - tennis</u></p> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>
Y4	<p><u>Games - Ball Sports - Tennis</u>          Throw and catch with control and accuracy.</p> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> </ul>	<p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• Swim up to 25 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Perform safe self-rescue in water-based situations.</li> </ul> <p><u>Ball sports CSF</u></p> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> </ul>	<p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• Swim up to 25 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Perform safe self-rescue in water-based situations.</li> </ul> <p><u>Year 3/4 Athletics</u></p>



	<ul style="list-style-type: none"> <li>• Lead others and act as a respectful team member.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> </ul> <p><u>Gymnastics -</u></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><u>Outdoor and adventurous activities HORSTEAD</u></p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to manage risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use map and compasses to orientate themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> </ul> <p><u>Mile a Day.</u></p> <ul style="list-style-type: none"> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> </ul>
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### PSHEC (Non-Statutory)

Y3/4	<p><u>Forest schools</u> Exploring woodland art. Using different natural materials and joining using a variety of knots in different scenarios. Creating materials when developing imaginative scenes to interact with as part of a group or individually. Building dens / shelters out of natural materials.</p>		
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### Computing

Y3/4	<u>Internet Esafety;</u>	<u>Multimedia;</u>	<u>Programing;</u>
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- Watch a range of internet safety cartoons and discuss and dramatise a range of different scenarios.
- Produce a poster to demonstrate their understanding of internet safety to include features ways and ways to protects themselves including ; password security, reporting concerns/misuse, not sharing personal details, etc.
- Discuss schools ICT policy and age limits for games and social media sites.
- Model how to choose age-appropriate websites and minimise risk of viruses

**Multimedia;**

- Edit a Saxons and Viking document to create, modify and present a documents for a particular purpose to use in class.
- Use appropriate keyboard commands to amend/edit text including making use of a spellchecker as well as font size and colour to increase its effectiveness.
- Share edited document with other to help improve and refine work.
- Learn how to save learning onto school network and share with others in the classroom.

**Technology in our lives ;**

- Learn how to use the internet safely and use a range of sources / website to check for reliability of information.
- Research facts about Vikings learning how to use key words in search engines.
- Use E2BN and Google images to find topic related images and recognise how to identify the source of the picture and copyright.
- learn about pop ups and recognise that websites use different methods to advertise products.

- Use Powerpoint to make a slideshow linked to topic.
- Learn how to combine and mixture of text, graphics and sound to share my ideas and learning including sounds.
- create a hyperlink to a resource on the World Wide Web.
- Develop confidence to 'tinker' and explore new media to extend what I can achieve.
- Save work into correct folder and retrieve on several occasions to improve and edit.

**Databases ;**

- Discuss and model different types of databases including manual library databases and electronic forms.
- Use databases to select information from drop down menus to find key information for an activity e.g. finding a specific holiday. (link to Topic on Countries and weather.)
- Use Textease Database programme to set up record and fields, name the fields, decide on the data type (text/name/colour).
- Collect information from pupils on personal details such as eye colour, hair colour etc.
- Create own data base by opening new record entering information collected into fields and then saving a record.
- Use created database and navigate between menus to search data to answer a specific question given e.g. which children have blue eyes.
- Use Excel to choose how to present their finding to the class in the form of a bar chart or pie chart.

- Use Kodu to put programming commands into a sequence to achieve a specific outcome such as moving a sprite in different directions, controlling the speed, or using the sprite to draw patterns.
- Test programming and recognise errors to enable independent debugging.
- Use taught/modelled skills to debug and re-programme where necessary.
- Describe which commands where used and why to achieve a specific task.
- Learn to use repeat command to repeat a programme.

**connecting and communicating**

- Provide opportunities to communicate and collaborate safely and respectfully with others online e.g. class blogging and emailing using the VLE.
- Model how to provide appropriate responses to others' work e.g. class blogging.
- Make children aware that everything posted online can be seen by others.
- Learn how to email and send an attachment to share their documents created using word.

Year Group	Autumn	Spring	Summer
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## French/Spanish

Y3/4	<p><u>SPANISH</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary – greetings, numbers, colours, introductory, phrases.</li> <li>• Ask and answer simple questions and talk about interests in short phrases.</li> <li>• Understand patterns and sounds of language through songs and rhymes.</li> <li>• Take part in discussions and tasks, present orally to an audience – such as; introducing themselves, sharing information about themselves, taking part in team games.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Develop accurate pronunciation.</li> </ul> <p><u>Understanding culture</u></p> <ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<p><u>SPANISH</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary. Numbers to 30, food, family and animals.</li> <li>• Ask and answer simple questions and talk about interests in short phrases, e.g. “Cuantos mascota tiene?”</li> <li>• Understand patterns and sounds of language through songs and rhymes.</li> <li>• Take part in discussions and tasks, present orally to an audience, during team games and partner talk</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Develop accurate pronunciation.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read and understand the main points in written phrases.</li> <li>• Read short phrases independently, e.g “Cuantos anos tiene?” “Como te llama?”</li> </ul>	<p><u>SPANISH</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary. Body parts, days of the week, feelings.</li> <li>• Ask and answer simple questions and talk about interests in short phrases.</li> <li>• Understand patterns and sounds of language through songs and rhymes.</li> <li>• Take part in discussions and tasks, present orally to an audience.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Develop accurate pronunciation.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read and understand the main points in written phrases.</li> <li>• Read short phrases independently e.g “Cuantos anos tiene?” “Como te llama?”</li> </ul>
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## Music

Y3/4	<p><u>Performing – Singing</u></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> </ul>	<p>Spring 1</p> <p><u>History of music year 3</u></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the history of music Listen to a range of music from different styles and periods of history through CD and Internet resources. <ul style="list-style-type: none"> <li>• Compare and contrast the composers, musical instruments and musical styles across different</li> </ul> </li> </ul>	<p><u>Transcribing music -</u></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul> <p><u>Describing music – Yr 4</u></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo and use of silence to describe music that they listen to in class, recording their ideas on a mind map in books <ul style="list-style-type: none"> <li>● Use instruments to demonstrate the above musical terms, explaining in books whether all instruments can demonstrate all terms and why/ why not.</li> </ul> </li> <li>• Understand layers of sounds and discuss their effect on mood and feelings. What different effects do different instruments have when combined?</li> </ul>	<p>periods of history to include Baroque, Classical, Romantic, Late Romantic and Modern by creating mind maps for each in books</p> <p>Spring 2 and summer term</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>● Suggest different sources of music and places that they hear music every day in discussion</li> <li>● Work together as part of a group to create a repeating four-beat rhythm through clapping using sound to create abstract effects</li> <li>● Develop the rhythm maintaining four-beats to use alternative means (clicking/ slapping thighs etc) to add an extra layer of sound</li> <li>● Use 1, 2, 3 and 4 syllabic words as well as rest to order and combine sounds, creating pairs of words from sports name cards</li> <li>● Create a four-beat rhythm using sports cards then written into books. Extend to 2 x four beat rhythm to create an accompaniment to a tune.</li> <li>● Understand what a drone is by listening to examples and create own drone within a group using humming or chanting staggering breathing with control</li> <li>● Practice saying and clapping out the rhythm working collaboratively with a partner, extend to just clapping in time to create a repeated pattern.</li> <li>● Use a selection of un-tuned musical instruments within a group to re-create the planned repeated pattern.</li> <li>● Play notes on an instrument with care so that they are clear, ensuring the sound lasts for the correct number of counted beats and is stopped when necessary.</li> <li>● Using 2simple Music, use digital technology to compose and record a simple piece of music.</li> </ul>	<p>Spring 2 and summer term</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>● Suggest different sources of music and places that they hear music every day in discussion</li> <li>● Work together as part of a group to create a repeating four-beat rhythm through clapping using sound to create abstract effects</li> <li>● Develop the rhythm maintaining four-beats to use alternative means (clicking/ slapping thighs etc) to add an extra layer of sound</li> <li>● Use 1, 2, 3 and 4 syllabic words as well as rest to order and combine sounds, creating pairs of words from sports name cards</li> <li>● Create a four-beat rhythm using sports cards then written into books. Extend to 2 x four beat rhythm to create an accompaniment to a tune.</li> <li>● Understand what a drone is by listening to examples and create own drone within a group using humming or chanting staggering breathing with control</li> <li>● Practice saying and clapping out the rhythm working collaboratively with a partner, extend to just clapping in time to create a repeated pattern.</li> <li>● Use a selection of un-tuned musical instruments within a group to re-create the planned repeated pattern.</li> <li>● Play notes on an instrument with care so that they are clear, ensuring the sound lasts for the correct number of counted beats and is stopped when necessary.</li> <li>● Using 2simple Music, use digital technology to compose and record a simple piece of music.</li> </ul>
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### Trips/ Events

Y3/4	Christmas play Safety week – Dog’s Trust/ St. Johns ambulance Forest school Family learning day Christmas fair (enterprise project) Cross country competition Macmillan coffee afternoon Harvest	Karate Day Nansa Assembly Scooter Day – premier sport Horstead trip Year 4 only Passion of the Christ event Sport relief mile challenge Easter bonnet parade and egg hunt Easter service	Yr 4 – football tournament Enterprise project Book fair Sports Day Open the Book assembly BBQ beach day Meet the lifeguard
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	Trip to West Stow Anglo Saxon Village Open the Book assembly Yr 4 – DIMS Road safety School disco	Yr 4 – Salle Estate Open the Book assembly School disco Cross country events Pink Day events – HT leaving assemblies	Enterprise related assembly visitors. Year 3 – How Hill visit Cluster Family Learning Day NNOS art event
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