

Subjects	Year 3 & 4 Terms 1 & 2	Year 3 & 4 Terms 3 & 4	Year 3 & 4 Terms 5 & 6
	<b>Sevington</b>		<b>Rainforest</b>
<b>Class Book</b>	<p><i>The Abominables</i></p> <p><i>Street Child</i></p> <p><i>Active Planet</i></p> <p><i>Victoria Swindon?</i></p>	<p><i>Passport to the World Europe incl British Isles/Roman</i></p> <p><i>Lion Witch &amp; Wardrobe</i></p> <p><i>Five makes D.....</i></p>	<p><i>Electricity</i></p> <p><i>Ironman</i></p> <p><i>Jack &amp; The Beanstalk</i></p> <p><i>Let it Grow</i></p>
<b>History</b>	<p><i>Victoria Britain and impact on Swindon (local study)</i></p> <p>Chronological understanding -Use an increase range of common words and phrases relating to the pass of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Understanding of events, people and changes.</p> <p>Describe a local history study</p> <p>Chronological understanding - Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study.</p> <p>Historical enquiry - Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use variety of resources to find out about aspects of life in the past.</p> <p>Historical interpretations - Understand that sources can contradict each other.</p> <p>Organisation and communication - Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p><i>Roman Empire &amp; impact on Britain</i></p> <p>Chronological understanding - Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Understanding of events, people and changes. Describe the Roman Empire and its impact on Britain.</p> <p>Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study.</p> <p>Historical enquiry - Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use variety of resources to find out about aspects of life in the past.</p> <p>Historical interpretations - Understand that sources can contradict each other.</p> <p>Organisation and communication - Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	

## Geography

*Zones and Maps*

*Tsunami*

*Hurricanes Volcanoes*

*Hemisphere*

*Map studies*

*.... Physical features*

Understand and use a widening range of geographical terms e.g. Specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.

Measure straight line distances using the appropriate scale.

Draw accurate maps with more complex keys.

Plan the steps and strategies for an enquiry.

Understand the effect of landscape features on the development of locality.

Describe how people have been affected by changes in the environment.

Explain about key natural resources e.g. Water in the locality.  
Explore weather patterns around parts of the world.

Explain about weather conditions/patterns around the UK and parts of Europe.

*Economic activity*

*Trade links*

*Dist... Of natural resources*

*Topics GMT Time Zone*

Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if it continues?

Analyze evidence and draw conclusions e.g. Make comparisons between locations using aerial photos/pictures e.g. Population, temperatures etc.

Recognise that different people hold different views about an issue and begin understand some of the reasons way.

Communicate findings in ways appropriate to the task or for the audience.

Understand and use a widening range of geographical terms e.g. Specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.

Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.

Make more detailed fieldwork sketches/diagrams.

Use fieldwork instruments e.g. Camera, rain gauge.

Use and interpret maps, globes, atlases and digital /computer mapping to locate countries and key features.

Know location of: capital cities of countries of British Isles and UK seas around UK. European Union countries with high populations and large areas and the largest cities in each continent.

Recognise there are similarities and differences between places.  
Develop an awareness of how places relate to each other.

Recognise the different shapes of continents.  
Demonstrate knowledge of features about places around him/her and beyond the UK.  
Identify where countries are within Europe, including Russia.

Recognise that people have differing quality of life living in different locations and environments.  
Know how the locality is set within a wider geographical context.

**Science**

*States of Matter*

Compare and group materials together, according to whether they are solids, liquids or gases.  
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

*Sound Investigations*

Identify how sounds are made, associating some of them with something vibrating.  
Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

Identify differences, similarities or changes related to simple scientific ideas and processes (year 3 focus).

Use straightforward scientific evidence to answer questions or to support his/her findings (year 3 focus).

*Living Things and Habitats*

*Electricity*

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.

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.

Ask relevant questions and use different types of scientific enquiries to answer them (year 4 focus).

Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers (year 4 focus).

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (year 4)

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (year 4 focus).

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (year 4 focus).

Identify differences, similarities or changes related to simple scientific ideas and processes (year 4 focus).

Use straightforward scientific evidence to answer questions or to support his/her findings (year 4 focus).

*Cooking: Food around the world (Europe)  
Sav Meals not pizza (yr5/6) - make pasta??*

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.

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.

*Activity?*

*Products to sell?*

*Garden focus, planters, garden furniture*

Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

Create designs using exploded diagrams

Use techniques which require more accuracy to cut, shape, join, and finish his/her work e.g. Cutting internal shapes, slots in frameworks.

**Art**

*Pencil skills*

*Pencil .....*

*Autumn Study*

*Portraits*

(YR 3) Compare the differences and similarities of artists, craft makers and designers from different cultures and historical periods and make links with their own work.

Make drawings in a sketchbook to record observations in detail, making notes where appropriate.

Compare the differences and similarities of artists, craft makers and designers from different cultures and historical periods and make links with their own work.

(YR 4) Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.

Roll and shape clay to produce a coil pot and tiles further developing year 3 skills (Roman)

Use tools to create linear patterns (Roman)

Shape and join clay to make a thumb pot using slip and impress prints.

Use and talk about materials.

Use a range of materials to create pictures and collage. Create a simple repeating pattern, eg. Over, under, over under.

*Watercolour -*

Using an increasing range of painting tools and simple techniques.

Learn how to use wet and dry brushes and how to use brushes in different ways.

Identify the primary colours needed to mix all secondary colours.

Experiment with creating lighter, darker and brighter shades of colour.

Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.

Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.

Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.

Understand and use electrical systems in products.

*Observations*

*Figure*

*Observational drawing*

*Plants*

Combine paint and other materials effectively to create detail and texture.  
 Mix shades of primary and secondary colour.  
 Identify complementary colours.

**ICT**

Yr 3 Coding  
 Number of weeks - 6  
 Main programs - 2Code

Unit 3.4 Touch Typing  
 Weeks - 4  
 Programs - 2Type

Unit 3.7 Simulations  
 Weeks - 3  
 Programs - 2Simulate, 2Publish

Unit 3.2 Online safety  
 Weeks - 3  
 Programs - 2Calculate

Unit 3.5 Email (including email safety)  
 Weeks - 6  
 Programs - 2Email, 2Connect, 2DIY

Unit 3.8 Graphing  
 Weeks - 3  
 Programs - 2Graph

Unit 3.3 Spreadsheets  
 Weeks - 3  
 Programs - 2Calculate

Unit 3.6 Branching Databases  
 Weeks - 4  
 Programs - 2Question

**PE**

All year - Applying skills and using tactics.  
 Apply skills and tactics in combination with a partner or as part of a group/team.  
 Evaluating and improving performance.  
 Comment on skills and techniques applied in his/her own and others work and use this understanding to improve performances.

*Netball/Rugby*  
 Acquiring and developing skills. Pass a ball from chest height to a partner.  
*Skipping*  
 Acquiring and developing skills. Skip forwards in a fluid motion.

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 Evaluate and improving performance.

*Netball/Rugby*  
 Acquiring and developing skills.  
 Pass a ball from chest height to a partner.

*Football*  
 Acquiring and developing skills kick a ball accurately

*Gymnastics*  
 Acquiring and developing skills. Complete a forward roll and land on the feet.

*Health and Fitness*

*Diet and hygiene*

Explain the types and amounts of food needed for a balanced healthy diet.

Identify the energy that certain foodstuffs give by looking at the packaging.

Understand that there are good and bad bacteria.

Explain the benefits to the body of regular exercise.

*Healthy bodies*

Identify that the blood transports materials and it also protects.

Identify the main features of respiration.

Understand that muscles work in pairs to protect, support and move the body.

Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.

*Healthy Mind*

Identify stress and stressful situations.

Understand the importance of mental health.

Identify basic coping strategies for dealing with difficult emotions.

Identify the value of sleep for our health.

**Music**

Recorders for term

Let your spirit fly

The Dragon Song

Glockenspiel Stage 1

Three little birds

Bringing Us Together

**Jigsaw**

**RE**

























































