A picture containing text, clipart

Description automatically generatedA picture containing clipart

Description automatically generatedA black and white image of a person's face

Description automatically generated with low confidenceLogo

Description automatically generated

**PSHE Year 3**

Why should we keep active and sleep well?

Year 4

How can our choices make a difference to others and the environment?

How can we manage risk in different places?

**French** Short conversations Y3.

Café .link with Jubilee tea party. Food.

Y4 Short conversations and written work.

Naming musical instruments.

Food.

Animals

**RE Islam**

**Y3 Muslim stories**

**Y4 Muslim lifestyles.**

**Y4**

**Music**

Musical composer: John Williams

**Year 4** Recorders Composing [including notation]

Can they use standard notation?

Can they use notations to record compositions in a small group or on their own?

Can they use their notation in a performance? Link to JUbiliee celebrations.

**Year 3 Recorder**

**Listening to classical music and evaluating.** Can they use musical words to describe what they like and dislike?

Can they recognise the work of at least one famous composer?

Year 3 **DT Year 3**Cooking and nutrition Can they choose the right ingredients for a product?Can they use equipment safely? Can they make sure that their product looks attractive?Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? Year 4

Cooking and nutrition

Do they know what to do to be hygienic and safe?

Have they thought what they can do to present their product in an interesting way?

**Computing**

**Year 3**

Databases

Can they input data into a prepared database?

Can they sort and search a database to answer simple questions?

Can they use a branching database?

Communicating

Can they use the email address book?

Can they open and send an attachment?

**Year 4**

Databases

Can they input data into a prepared database?

Can they sort and search a database to answer simple questions?

Do they recognise what a spread sheet is?

Can they use the terms ‘cells’, ‘rows’ and ‘columns’?

Can they enter data, highlight it and make bar charts?

Communicating

Do they appreciate the benefits of ICT to send messages and to communicate?

Can they use the automatic spell checker to edit spellings?

**Science Year 3**

Animals including humans

Can they explain the importance of a nutritionally balanced diet?

Can they describe how nutrients, water and oxygen are transported within animals and humans?

Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?

Can they describe and explain the skeletal system of a human?

Can they describe and explain the muscular system of a human?

Plants

Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?

Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?

Can they explain how they vary from plant to plant?

Can they investigate the way in which water is transported within plants?

Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**Year 4 Sound**

Can they describe a range of sounds and explain how they are made? Can they associate some sounds with something vibrating? Can they compare sources of sound and explain how the sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to a ear?

**History Year 3**

Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?

Can they describe events from the past using dates when things happened?

Can they describe events and periods using the words: ancient and century?

Can they use a timeline within a specific time in history to set out the order things may have happened?

Can they use their mathematical knowledge to work out how long ago events would have happened?

Can they set out on a timeline, within a given period, what special events took place?

**Year 4**

Chronological Understanding

Can they plot recent history on a timeline using centuries?

Can they place periods of history on a timeline showing periods of time?

Can they use their mathematical skills to round up time differences into centuries and decades?

Can they use their mathematical skills to help them work out the time differences between certain major events in history?

Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

**Cross Curricular Links**

English: science, rocks, non fiction writing.

Maths: timelines, time, Y4 statistics.

**PE Year 3**

Playing games of tee-ball

Batting, catching and fielding.

**Year 4**

Playing games of rounders

Batting, fielding, catching

**Geography**

**Year 3** Can they describe how volcanoes have an impact on people’s lives?

Can they confidently describe human features in a locality?

Can they explain why a locality has certain human features?

Can they explain why a place is like it is?

Can they describe how volcanoes are created?

Can they describe how earthquakes are created?

Can they confidently describe physical features in a locality?

**Year 4**

Can they explain why people are attracted to live in cities?

Can they explain why people may choose to live in a village rather than a city?

Can they explain how a locality has changed over time with reference to human features?

Can they use appropriate symbols to represent different physical features on a map?

Can they name up to six cities in the UK and locate them on a map?

Exceeding

Can they explain how a locality has changed over time with reference to physical features?

**Art**

**Artist focus: Anthony Gormley**

**Year 3**

Textiles/ 3D

Can they add onto their work to create texture and shape?

Can they work with life size materials?

Can they create pop-ups? • Can they use more than one type of stitch?

Can they join fabric together to form a quilt using padding?

Can they use sewing to add detail to a piece of work?

Can they add texture to a piece of work?

**Year 4:**

**Artist Focus:LS Lowry**

Textiles/ 3D

Do they experiment with and combine materials and processes to design and make 3D form?

Can they begin to sculpt clay and other mouldable materials?

Can they use early textile and sewing skills as part of a project?

**Yellow Class**

**Pink Class Topic web**

**Changes in Britain**

**Summer Term**