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**Geography**

**Year 3**Geographical knowledge

Can they name a number of countries in the Northern Hemisphere?

Can they locate and name some of the world’s most famous volcanoes?

Can they name and locate some well-known European countries?

Can they name and locate the capital cities of neighbouring European countries?

Are they aware of different weather in different parts of the world, especially Europe?

**Year 4**

Geographical knowledge

Can they locate the Tropic of Cancer and the Tropic of Capricorn?

Do they know the difference between the British Isles, Great Britain and UK?

Can they name the countries of mainland Europe?

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

Can they locate and name some of the main islands that surround the UK?

Can they name the areas of origin of the main ethnic groups in the UK & in their school?

**Music**

Musical composer: John Williams

Year 3 Composing [including notation]

Can they use different elements in their composition?

Can they create repeated patterns with different instruments?

Can they compose melodies and songs?

Can they create accompaniments for tunes?

Can they combine different sounds to create a specific mood or feeling?

Year 4

Composing [including notation]

Can they use notations to record and interpret sequences of pitches?

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?

Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?

**Computing**

**Year 3** Databases

**Handling Data**

•I can talk about the different ways data can be organised.

•I can search a ready-made database to answer questions.

•I can collect data to help me answer a question.

•I can add to a database.

•I can use a data logger to monitor changes and can talk about the information collected.

**Year 4**

**Handling Data**

•I can organise data in different ways.

•I can collect data and identify where it could be inaccurate.

•I can plan, create and search a database to answer questions.

•I can choose the best way to present data to my friends.

•I can use a data logger to record and share my readings with my friends.

Stem week- Lego league

**Science Year 3** Forces and magnets

Can they compare how things move on different surfaces?

Can they observe that magnetic forces can be transmitted without direct contact?

Can they observe how some magnets attract or repel each other?

Can they classify which materials are attracted to magnets and which are not?

Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?

Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?

Can they identify some magnetic materials?

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?

States of matter

Can they compare and group materials together, according to whether they are solids, liquids or gases?

Can they explain what happens to materials when they are heated or cooled?

Can they measure or research the temperature at which different materials change state in degrees Celsius?

Can they identify the part that evaporation and condensation has in the water cycle?

States of matter

**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?

**PSHE Year 3**

Why should we keep active and sleep well?

Why should we eat well and look after our teeth?

**Year 4**

Growing and changing

How can we manage risk in different places?

**RE**

**Year 3**

What kind of world did Jesus want?

How and why do people try and make the world a better place?

**Year 4**

What is effect of Pentecost?

How and why do people mark the significant events of life?

**Cross Curricular Links**

English: Olympics, invitations, non-chronological report.

Maths: Money.

**PE Year 3**

Cricket

Athletics

**Year 4**

Cricket

Athletics

**French**

French food

Have short conversations

Read a menu.

Write short sentences

**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?

**Year 4:**

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?

**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?

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?

**Year 3/ 4 Topic web**

**Our World**

**Summer Term**