

Keresforth Primary School

Year A Year 3&4 2017/18

Topics can be covered in any order over the year. Teachers should keep individual records of topics covered.

	1 Class Name (three weeks and Rocks) THE STONE AGE 2	3 & 4 ANCIENT GREECE and MODERN GREECE	5&6 LAND OF HOPE AND GLORY
History	<ul style="list-style-type: none">• Be able to give some reasons for particular events and changes in Early Britain.• Be able to use their knowledge and understanding to answer simple questions about the past and changes• Understand that the past can be considered in terms of different time periods.• How did people live in the Stone Age? How did the Early Britons make shelters? How do we know?• What changed with the coming of the Stone Age? How do we know? religion, technology and travel.• What changed with the coming of the Stone Age? (hill forts: tribal kingdoms, farming, art and culture) <p>What jobs do archaeologists do and why are they so valuable in helping us find out about history?</p>	<ul style="list-style-type: none">• What have the Ancient Greeks got to do with us?• When was Ancient Greece?• Where was their empire?• Locate and compare and contrast city states.• Learn about Greek mythology, gods/goddesses and stories.• Learn about the Olympics. <p>What was it like to live in Ancient Greece?</p>	

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Geography			Land of Hope and Glory <ul style="list-style-type: none">• Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, and rivers) and land use patterns; and understand how some of these aspects have changed over time.• Understand geographical similarities and differences through the study

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				<p>of human and physical geography.</p> <ul style="list-style-type: none">• Describe and understand key aspects of physical and human geography.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Use the eight points of a compass, four and six-figure grid references, symbols and keys.• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>Focus on: Human features, including: A reminder of the countries and capitals of the UK. The major transport links between cities and the main ports and airports that link the UK to other countries. Some of the UK's ancient castles and monasteries, exploring the geographical reasons why they were located as they are (ensure Conisborough Castle covered). Some of the most recognisable</p>
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				<p>buildings in the UK.</p> <p>The differences between town and country- urban and rural, including land use and economic activity.</p> <p>The effects of storms and floods in recent years, such as the Atlantic storms in Dawlish, Devon in 2014. The storms washed away the cliff, leaving a railway line dangling. We will investigate how engineers found solutions to the problems in record time. Cover the floods of 2016 etc in York and Tadcaster etc.</p> <p>Physical features, including:</p> <p>The major mountains of Ben Nevis, Scafell Pike and Snowdon.</p> <p>Some amazing places of beauty, such as the Lake District, the Giant's Causeway, the Needles, Portland Bill, the hills and valleys of wales, the limestone caves of the Peak District, the waterfalls of the Yorkshire Dales and Loch Ness in Scotland.</p> <p>Some of the UKs rugged and beautiful coastlines and find out how some of these features are formed.</p> <p>Explore the changes that have taken place in the UK over time such as:</p> <p>The industrial past, such as railways, shipbuilding and the textiles industry.</p>
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				<p>How disused industrial sites, like the Olympic park, have helped regenerate these area.</p> <p>The influence of the UK in the world over time led Edward Elgar to write a song called Land of Hope and Glory.</p> <p>Explore the network of 53 independent countries called the Commonwealth.</p>	
Science	<p style="text-align: center;">Rocks</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Animals, including humans</p> <ul style="list-style-type: none"> To be able to identify that animals, including humans, need the right types and amount of nutrition. To understand that they cannot make their own food and that they get their nutrition from what they eat. To identify and describe the simple functions of the basic parts of the human digestive system To be able to describe the simple functions of the organs of the human digestive system. To be able to identify the different types of human teeth 	<p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> 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, 	<p style="text-align: center;">Forces and magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some 	<p style="text-align: center;">Light</p> <ul style="list-style-type: none"> 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

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		<p>and their simple functions.</p> <ul style="list-style-type: none"> • 		<p>and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> • 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>materials and not others</p> <ul style="list-style-type: none"> • 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 two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>protect their eyes</p> <ul style="list-style-type: none"> • 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.
Art	Drawing -	Colour -	Texture -	Form/Sculpture -	Printing -	Pattern -

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	<p>Year 3:</p> <ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people - particularly faces <p>Year 4:</p> <ul style="list-style-type: none"> Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement Work on a 	<p>Year 3:</p> <ul style="list-style-type: none"> colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing <p>Year 4:</p> <ul style="list-style-type: none"> colour mixing and matching; tint, tone, shade observe colours suitable equipment for the task colour to reflect mood 	<p>Year 3:</p> <ul style="list-style-type: none"> Use smaller eyed needles and finer threads weaving Tie dying, batik <p>Year 4:</p> <ul style="list-style-type: none"> Use a wide variety of stitches observation and design textural art experiment with creativity mood, feeling movement- compare different fabrics 	<p>Year 3:</p> <ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics <p>Year 4:</p> <ul style="list-style-type: none"> Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors analyse and interpret natural and manmade forms of 	<p>Year 3:</p> <ul style="list-style-type: none"> relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints. <p>Year 4:</p> <ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt print 	<p>Year 3:</p> <ul style="list-style-type: none"> Explore environmental and manmade patterns tessellation <p>Year 4:</p> <ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes
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	<p>variety of scales</p> <ul style="list-style-type: none"> • computer generated drawings 			construction		
DT	•					
PE	<p>Invasion games Net/wall games</p> <p>Year 3- swimming</p>	<p>Gymnastics Dance</p> <p>Year 3- swimming</p>	<p>Gymnastics Dance</p> <p>Year 3- swimming</p>	<p>Gymnastics Dance</p>	<p>Athletics Striking and fielding games</p>	<p>Athletics Striking and fielding games</p>
Music	<p>Clarinet</p> <ul style="list-style-type: none"> • To continue to develop listening, rhythmic and concentration skills. • To consolidate rhythm building and note values. • To learn the new note value – semibreve. • To understand the concept of pitch. 		<p>Clarinet</p> <ul style="list-style-type: none"> • To deepen skills of aural discrimination. • To focus on sustaining rhythmic patterns and beats against other rhythmic matter. 		<p>Clarinet</p> <ul style="list-style-type: none"> • To work out 4-time rhythms by counting instead of using food words. • To consolidate and extend work in all areas of the subject. 	
RE	<p>Christianity</p> <ol style="list-style-type: none"> 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to Community 		<p>Islam</p> <ol style="list-style-type: none"> 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to 		<p>Hinduism</p> <ol style="list-style-type: none"> 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to 	

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	Cohesion? 4. Why are sometimes special? 5. What can be learnt from lives of significant people? 6. How do I and others feel about life and the universe?		Community Cohesion? 4. Why are sometimes special? 5. What can be learnt from lives of significant people? 6. How do I and others feel about life and the universe?		Community Cohesion? 4. Why are sometimes special? 5. What can be learnt from lives of significant people? 6. How do I and others feel about life and the universe?	
PSHE	<i>New Beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Relationships</i>	<i>Changes</i>
Computer Science	Coding (T24) -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output		Audio/Marketing (T24) • E-safety -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Moving image (T24) - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
MFL	-greetings and Spanish Culture -classroom instructions -animals -at the pet shop -numbers and plurals	-gender -memorisation and storytelling -Me llamo -Spanish	-Colours and alien story -Colours and opinions	-Numbers and tengo -age -definite and indefinite articles -Easter -Quisiera.	-The connective 'pero' -Es and the hare and tortoise -Tambien -Numbers 1-15 -Days of the week -revision and raps	

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	-connectives and simple sentences.	names -Soy and Mi Mama story -Christmas	-word order of adjectives -word order and opinions -the enormous turnip -Numbers 1-10		-assessment and rap performance -Barcelona.
Opportunities for Visits		<i>'Fair and Funky' workshop that focuses on Fairtrade and recycling.</i>			