It’s Never Dull in Hull

Year 3/4

Autumn 2019

Immersion

SPARCS

Hook day - ??

Hull Fair— model making afternoon

Experiences

Visit the Maritime museum for inspiration for the topic and to take photos for the computing project (Year 3).

Visit Hull Fair one afternoon

Visit Old Town/Bankside graffiti

Presentation of Learning

Art exhibition sale in the hall

Resources for the term:

National Curriculum Links Geography

NC2: I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.
NC5: I can describe and understand key aspects of physical and human geography.
NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.
NC7: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
NC8: I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology.

Geographers

As Geographers, we will locate on a variety of maps, where Hull is in England. We will look at the other countries in the United Kingdom. We will describe and understand key physical and human features in our town and local area. Using street maps and digital mapping tools, we will locate our school, our home and iconic Hull landmarks. We will mark these landmarks on our own map using four and six figure grid references, symbols and a key. We will visit the city to observe and measure human and physical features.

Geography Final Outcome

A information booklet about our city with children's own features/landmarks marked on.

Skill

I can name and locate countries of the United Kingdom (maps, atlases, digital maps)

Knowledge

Where the UK is
How many countries there are
Using contents and index

Vocabulary

Country
City
Continent

Skill

I can describe and understand key aspects of physical and human geography

Knowledge

What's the difference
What is our local area

Vocabulary

Local
Physical
Human
Natural

Skill

I use fieldwork to observe and record human and physical features of our local area

Knowledge

Ways to record
How to sketch
Ways to measure

Vocabulary

Measure
Metre
River

Skill

I can name and locate cities of the United Kingdom (use compass,4/6 figure grid references, symbols and keys)

Knowledge

What is a city
What a key can show
Read grid references
N,E,S,W

Vocabulary

Terrain
Key
Compass
Grid reference

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

National Curriculum Links History

NC5: A local study—Hull

A study of an aspect of history that is significant in the locality.

Historians

As Historians, we will learn about the history of Hull Fair and how it has changed and developed over the years. We will look at some of the iconic parts of the fair including Bob Carvers. We will create a timeline of changes and how this has impacted on the city and created the Fair that we visit today.
We will visit the Hull History Centre to look at sources of evidence and have a secure understanding of a primary and secondary source. While visiting the fair we will carry out our own first hand research and interview some of the stall holders.

History Final Outcome

A presentation on the history of Hull Fair (spoken in groups with power-point slides and/or pictures)

Skill

I can create a timeline to show changes

Knowledge

Chronological order

Vocabulary

Chronological

Skill

I can explain how changes impacted the city and fair

Knowledge

What changes have occurred
Significant events that may have had an effect

Vocabulary

Impact
Effect
Significant

Skill

I can understand the difference between primary and secondary evidence

Knowledge

Sources of evidence
How to search the internet effectively
Identifying similarities

Vocabulary

Source
Similarity
Difference

Skill

I can research local history and compare

Knowledge

How to compare effectively
How to record research
How to collate facts and

Vocabulary

Past
Present

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Humanities

Assessment

Objective	Emerging	Expected	Exceeding
To investigate places	I ask and answer geographical questions I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. I can use world maps, atlases and globes to identify the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. I can name and locate the world's continents and oceans.	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location.	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over
To investigate patterns	I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Name and locate the countries of North and South America and identify their main physical and human characteristics. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world.
To communicate geographical information	I can use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop seas.	Describe key aspects of: physical geography, human geography, Including: settlements and land use	Describe how countries and geographical regions are interconnected and interdependent - looking at physical geography, including: human geography, including: settlements, land use, economic Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Objective	Emerging	Expected	Exceeding
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented Describe historical events.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Compare some of the times studied with those of the other areas of interest around the world.
To build an overview of world history			Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events
To Understand Chronology	Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line.	Historical vocab from expected and: continuity change century decade legacy.
To Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	

National Curriculum Links Art and Design

NC1: To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas

NC2: To improve their mastery of techniques, such as **drawing, painting** and sculpture with materials

NC3: To learn about the greatest artists, architects and designers in history

Art and Design

As Artists, we use the current Bankside Graffiti art as inspiration for our own pieces. We will take our own photographs of the artwork and analyse the pieces. We will consider the meaning behind the artwork. Using this as inspiration we will design and create our piece that reflects a message. We will use chalk to produce a class piece on the school wall. On canvas, we will create our own graffiti design to sell at an exhibition, open to parents and the community, in the school hall.

Art and Design Final Outcome

Create a piece of graffiti art to show in an exhibition

Skill

Visit Old town and photograph graffiti art walls

Knowledge

How to take a photo accurately
When to use portrait or landscape

Vocabulary

Graffiti
Size
Proportion
Materials

Skill

I can sketch ideas using a variety of mediums

Knowledge

Choose right medium to create best effect

Vocabulary

Shade
Pattern
Texture
Shadow

Skill

I can recreate my design on different materials

Knowledge

To transfer art skills on to other materials

Vocabulary

Colour
Size
Pattern
Design

Skill

I can show my art work

Knowledge

I can display my art ap-propriately

Vocabulary

Curate
Evaluate
Lighting
Change

Skill

I can research famous artists

Knowledge

Research using a variety of sources

Vocabulary

Mediums
Detail
Lines
Shadow

Skill

Knowledge

Vocabulary

Art and Design

Assessment

Objective	Emerging	Expected	Exceeding
To develop ideas	Explore lots of different materials as ideas develop I explore ideas and collect visual information	Develop ideas from starting point throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.	Develop and imaginatively extend ideas from starting points throughout the curriculum. Present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language
To master techniques	I can use thick and thin brushes. I can mix primary colours to make secondary. I can add white to colours to make tints and black to colours to make tones. I can create colour wheels. **Drawing** Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	**Painting** Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. **Drawing** Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow.	**Painting** Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other **Drawing** Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.
To take inspiration from the greats	I can describe the work of notable artists, artisans and designers. I can use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

National Curriculum Links Design and Technology

Design

NC1: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose

NC2: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

NC3: To select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing,

NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

NC6: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge

NC8: To apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.

NC9: To understand and use mechanical systems in their products (cogs and levers).

Design and Technologists

As Designers, we will use Hull Fair and its rides as inspiration to design, mock up and create our own. The focus will be on the incorporation of cogs and levers to make the rides move.

We will carefully study rides and how the work. We will consider how we can replicate these rides using available materials. We will consider how we want our ride to move and using either a cog or lever, plan for a moving part.

We will carefully design and develop our ideas and appropriately using a range of materials and tools with guidance from the teacher.

We will evaluate our model and make appropriate changes suggested by others.

Design Technology Final Outcome

To create a miniature funfair exhibit for parents to visit

Skill

I can research and analyse Hull Fair rides

Knowledge

I can use a variety of resources

Vocabulary

Rides
Motion
Height
Design

Skill

I can sketch designs in a range of mediums

Knowledge

I can select the correct medium for it's use

Vocabulary

Shading
Pattern
Colour
Detail

Skill

I can visit Hull Fair

Knowledge

I can sketch designs of current fair ground rides in action

Vocabulary

Size
Proportion
Motion
Colour

Skill

I can design a fair ground ride

Knowledge

I can take inspiration from existing rides

Vocabulary

Doable
Size
Texture
Structure/ material

Skill

I can create and make a design

Knowledge

I can select appropriate materials fit for purpose

Vocabulary

Bend
Stick
Slide
Sustainable

Skill

I can evaluate and showcase a piece of work

Knowledge

I can evaluate and critique

Vocabulary

Change
Detail
Proud
Improvement

Design Technology

Assessment

Objective	Emerging	Expected	Exceeding
To master practical skills	Combine schematic and observational approaches. Exploring materials. Add detail to artwork. Joining simple objects together. Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. Adding colour, pattern and texture to objects.	Observing and recording the shapes, patterns and textures found in objects. Working in a combined schematic and observational way with confidence in placing objects Using drawing as the starting point for work in other media as well as in its own right. Working on a larger scale when appropriate. Showing sufficient control to join and manipulate materials for the purpose intended. Showing a developing understanding of the qualities of the materials used.	Representing objects with correct proportions. Observing how shape, colour and tone can be used to describe form. Using observational drawings as opening studies for more developed work. Taking part in extended activities through different stages. Working independently with a wider range of materials. Requiring less support when selecting materials and tools.
To design, make, evaluate and improve	Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs.	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Improve upon existing designs, giving reasons for choices.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Evaluate the design of products so as to suggest improvements to the user experience
To take inspiration from design throughout history	Explore how products have been created.		

National Curriculum Links Music

NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination
NC3: To listen with attention to detail and recall sounds with increasing aural memory
NC4: To use and understand the basics of staff and other musical notations

Music

Year 3
Let your spirit fly and Glockenspiel Stage 1

Music Final Outcome

Skill	Knowledge	Vocabulary

Skill	Knowledge	Vocabulary

Skill	Knowledge	Vocabulary

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NC3: To listen with attention to detail and recall sounds with increasing aural memory
NC4: To use and understand the basics of staff and other musical notations

Music

Year 4

Hull Music service Violins in for the school year

Music Final Outcome

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Music

Assessment

Objective	Emerging	Expected	Exceeding
To perform	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
To compose	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.	Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.	Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.
To transcribe	Use symbols to represent a composition and use them to help with a performance.	Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.
To describe	Identify the beat of a tune Recognise changes in timbre, dynamics and pitch	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.

National Curriculum Links P.E

NC1: To use running, jumping, throwing and catching in isolation and in combination
NC2: To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Year 4 (Swimming)
NC7: To swim competently, confidently and proficiently over a distance of at least 25 metres
NC8:use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
NC9: To perform safe self-rescue in different water-based situations.

PE

As sportsman we will explore and learn a range of competitive sports. We will participate in football, netball and tri golf. With our teachers and external coaches, we will learn about attacking and defending. We will learn how to pass the ball in a variety of ways, specific for the particular sport. We will learn how to be part of a team and support our team mates.

Skill

I hold a club correctly

Knowledge

How to hold for right or left handed

Vocabulary

Grip
Left
Right
Tight

Skill

I can strike a ball

Knowledge

How to swing correctly
Maintain stance

Vocabulary

Swing
Stance

Skill

I can aim a ball

Knowledge

Hit a ball hard or soft
Angle or turn club
Judge distance
Make adjustments

Vocabulary

Angle
Turn
Gentle
Hard

Final Outcome

I can strike a ball correctly to hit a target

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Skill

Knowledge

Vocabulary

Final Outcome

To swim 25 metres (year 4)

PE

Assessment

Emerging	Expected	Exceeding
• I cam throw under arm • I can hit a ball with a racket • I can move and stop safely • I can throw and catch with both hands • I can repeat actions and skills • I can move with control and care • I can use equipment safely.	• Catch with one hand. • Throw and catch accurately. • Hit a hall accurately with control. • Vary tactics and adapt skills depending on what is happening in a match. • I am aware of space and use it to support team mates • I know and use rules fairly. • I can run at fast, medium and slow speeds; changing speed and direction.	• Pass in different ways. • Use forehand and backhand with a racket. • To field • To choose a tactic for defending and attacking. • To use a number of techniques during a game. • I can control when takin off and landing • I can throw with accuracy

Autumn 1	Autumn 2
Year 3 - Football and tri golf **Year 4 - Football and tri golf**	**Year 3 - Netball** **Year 4 - Swimming and netball**

Year 3

Computing

Assessment

National Curriculum Links Computing

NC5: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
NC6: To 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
NC7: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing

We will use our knowledge and skills of capturing and editing videos to produce a digital advertisement for the Maritime Museum. We will capture our own photos and through careful editing and compilation with music, sounds and text, will produce an advertisement. We will carefully consider our audience to ensure our final piece is appealing and appropriate.

Skill

To select options to change the appearance of digital content and explore tools to edit it.

Knowledge

Vocabulary

Skill

To apply edits to digital content to achieve a particular effect and save them as both images and videos.

Knowledge

Vocabulary

Skill

To plan a movie which has a beginning, middle and end.

Knowledge

Vocabulary

Final Outcome

An advertisement video for the Maritime museum.

Year 4

Computing

Assessment

National Curriculum Links Computing

NC5: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
NC6: To 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
NC7: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing

The Reading Power project will enable us to build a website or web app. This will require a range of skill to in different pages, book reviews, book cover digitally designed by us, videos to encourage others to read books, interactive quizzes about favourite books and designing other products to promote reading.

Skill

To use search engines effectively and narrow search results down.

Knowledge

How to search for content and explain who owns it

Do you have the right to use content

How to choose keywords to increase search results

Vocabulary

Ownership
Copywriter
Content
Keywords

Skill

To embed an interactive quiz into a website

Knowledge

How to program in right and wrong answers

How to edit a quiz

Vocabulary

Right
Wrong

Skill

To build a website or web app that includes pages, text, images and videos.

Knowledge

How to include pages, text, images and videos

How to organise content effectively

Vocabulary

Image
Video
Text
Page
Organise

Final Outcome

To build a website or web app that includes pages, text, images and videos to promote reading to an audience.

Other Curriculum Elements

Enterprise drivers

Team work—computing project
Risk—deciding on how to present their work
Effective communication—PE football—team sports
Organisational— information booklet

RE

Year 3 - Divali/Christmas

Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?
Has Christmas lost its true meaning?

Year 4 - Beliefs/Christmas

Does joining the Khalsa make a person a better Sikh?
Has Christmas lost its true meaning?

British Values and SMSC

Class charter—democracy
Circles—rule of law
Tolerance—link with other culture schools/ religious figures
Mutual respect—family groups

Jigsaw PSHE

Autumn 1—Being me in my world

Autumn 2—Celebrating Difference