



Rule Britannia



Year 3/4



Immersion



SPARCS

Whole school - British Dish Day

Experiences

Stone Age workshop

Presentation of Learning

Y3/4 Play

Showcase Stone Age Art and DT

Resources for the term:

National Curriculum Links Geography

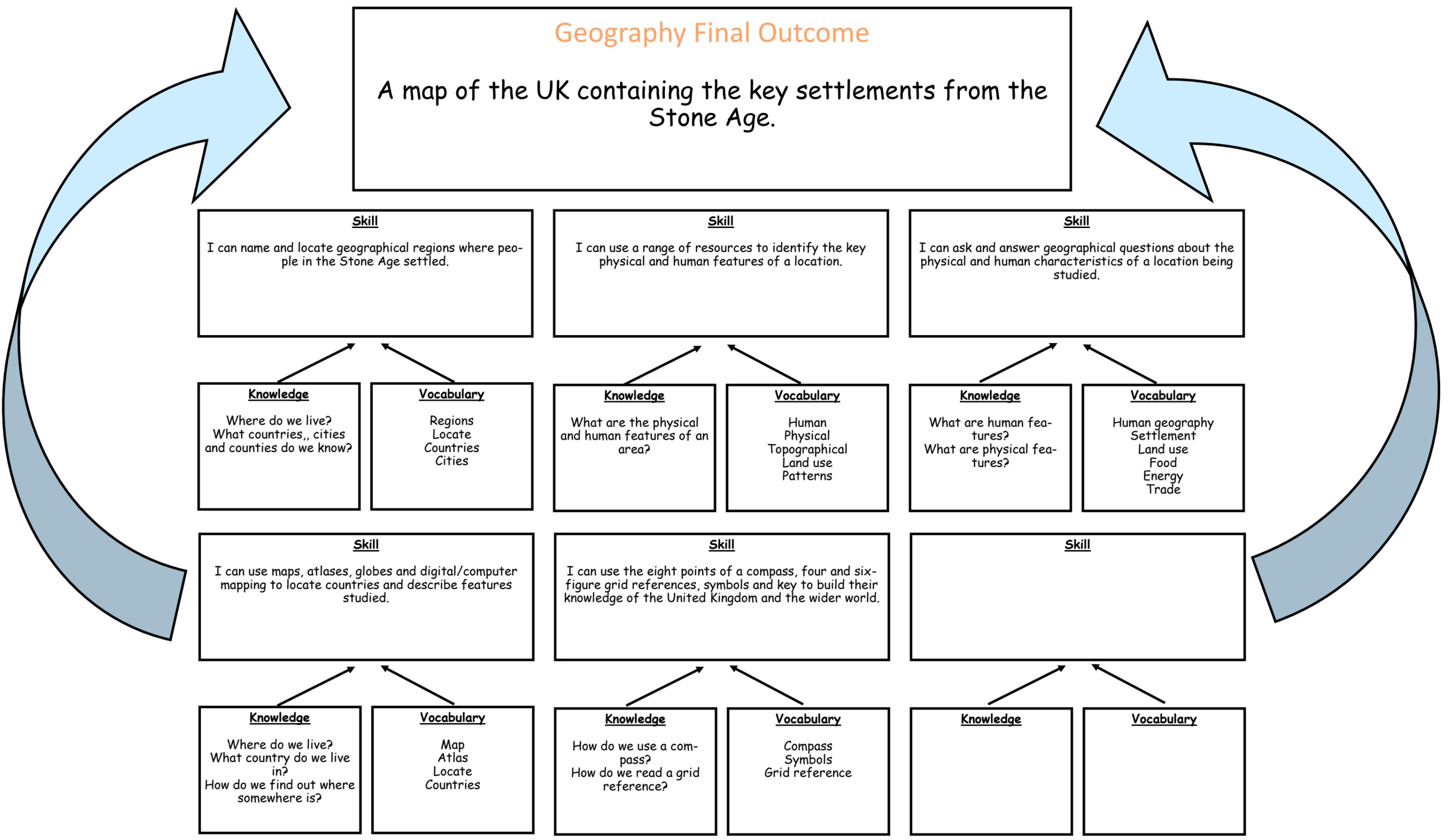
NC2: I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
NC5b: I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
NC6: I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
NC7: I can use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

Geographers

As Geographers, we will identify the physical geography and human features of significant places known to have been key settlements at this time. We will discover the reasons for them being used as settlements and how the land was used. We will use a range of sources to locate these places including maps, atlases and digital maps.

Geography Final Outcome

A map of the UK containing the key settlements from the Stone Age.



Skill
 I can name and locate geographical regions where people in the Stone Age settled.

Knowledge
 Where do we live?
 What countries, cities and counties do we know?

Vocabulary
 Regions
 Locate
 Countries
 Cities

Skill
 I can use a range of resources to identify the key physical and human features of a location.

Knowledge
 What are the physical and human features of an area?

Vocabulary
 Human
 Physical
 Topographical
 Land use
 Patterns

Skill
 I can ask and answer geographical questions about the physical and human characteristics of a location being studied.

Knowledge
 What are human features?
 What are physical features?

Vocabulary
 Human geography
 Settlement
 Land use
 Food
 Energy
 Trade

Skill
 I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Knowledge
 Where do we live?
 What country do we live in?
 How do we find out where somewhere is?

Vocabulary
 Map
 Atlas
 Locate
 Countries

Skill
 I can use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

Knowledge
 How do we use a compass?
 How do we read a grid reference?

Vocabulary
 Compass
 Symbols
 Grid reference

Skill

Knowledge

Vocabulary

National Curriculum Links History

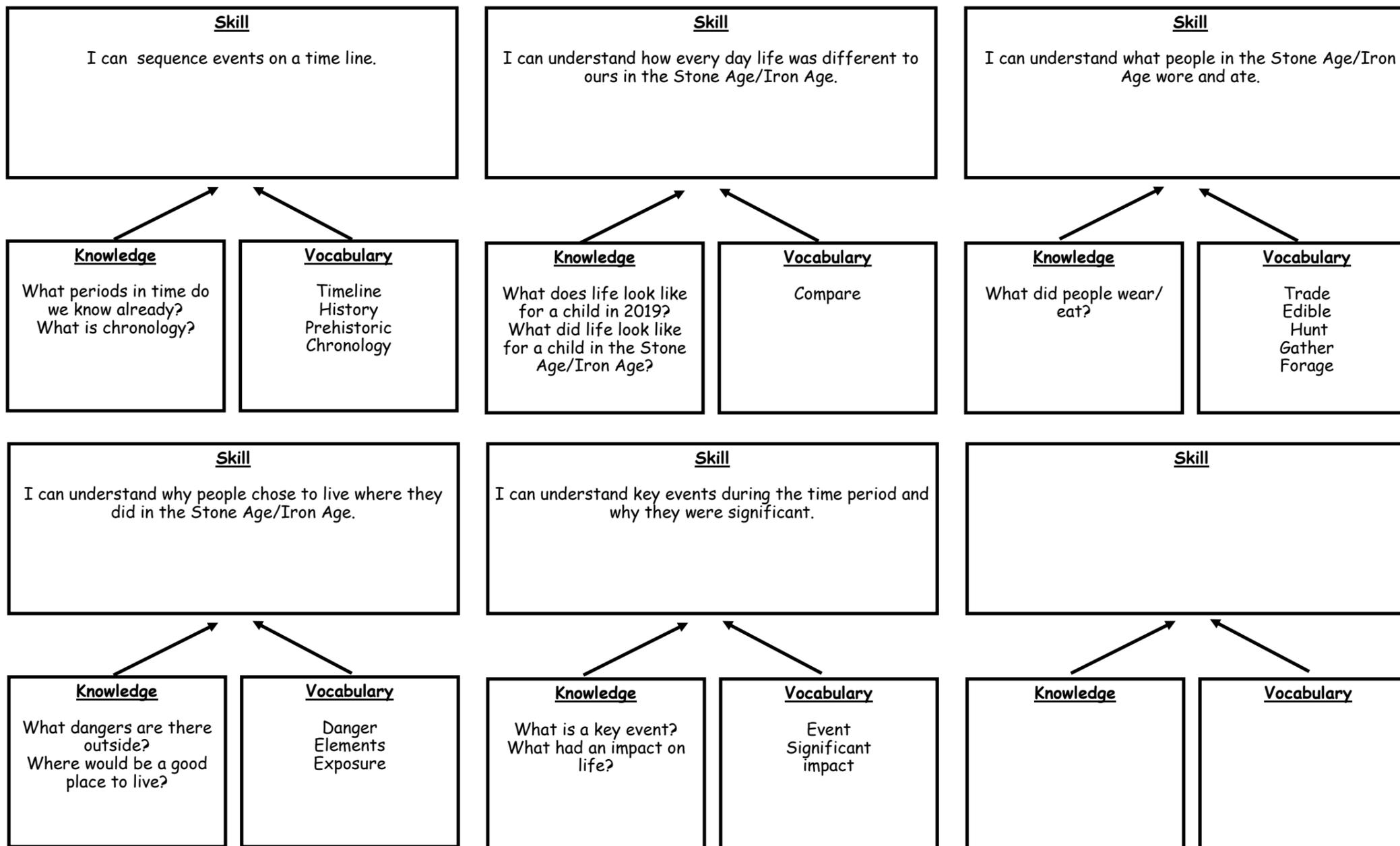
NC1 : Changes in Britain from the Stone Age to the Iron Age

Historians

As Historians, we will learn about the changes in Britain from the Stone Age to the Iron Age. We will learn about the way of life for people in the Stone Age and Iron Age, including; what they ate, what they wore, where they lived and how they lived. We will look at a range of evidence from the past so that we know what happened. We will write about the past by using evidence.

History Final Outcome

A comparison between a Stone Age child and a modern day child.





Humanities

Assessment

Objective	Emerging	Expected	Exceeding
To investigate places	<p>I ask and answer geographical questions</p> <p>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>I can name and locate the world's continents and oceans.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>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</p>
To investigate patterns	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the</p> <p>United Kingdom and of a contrasting non-European country.</p> <p>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.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>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.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>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).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world.</p>
To communicate geographical information	<p>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.</p>	<p>Describe key aspects of: physical geography, human geography, Including: settlements and land use</p>	<p>Describe how countries and geographical regions are interconnected and interdependent - looking at physical geography, including: human geography, including: settlements, land use, economic</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>

Objective	Emerging	Expected	Exceeding
To investigate and interpret the past	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p>
To build an overview of world history	<p>Identify some of the different ways the past has been represented. Describe historical events.</p>	<p>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 dates and terms to describe events. 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.</p>	<p>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</p>
To Understand Chronology	<p>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.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p>Historical vocab from expected and: continuity change century decade legacy.</p>
To Communicate Historically	<p>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.</p>	<p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	

National Curriculum Links Art and Design

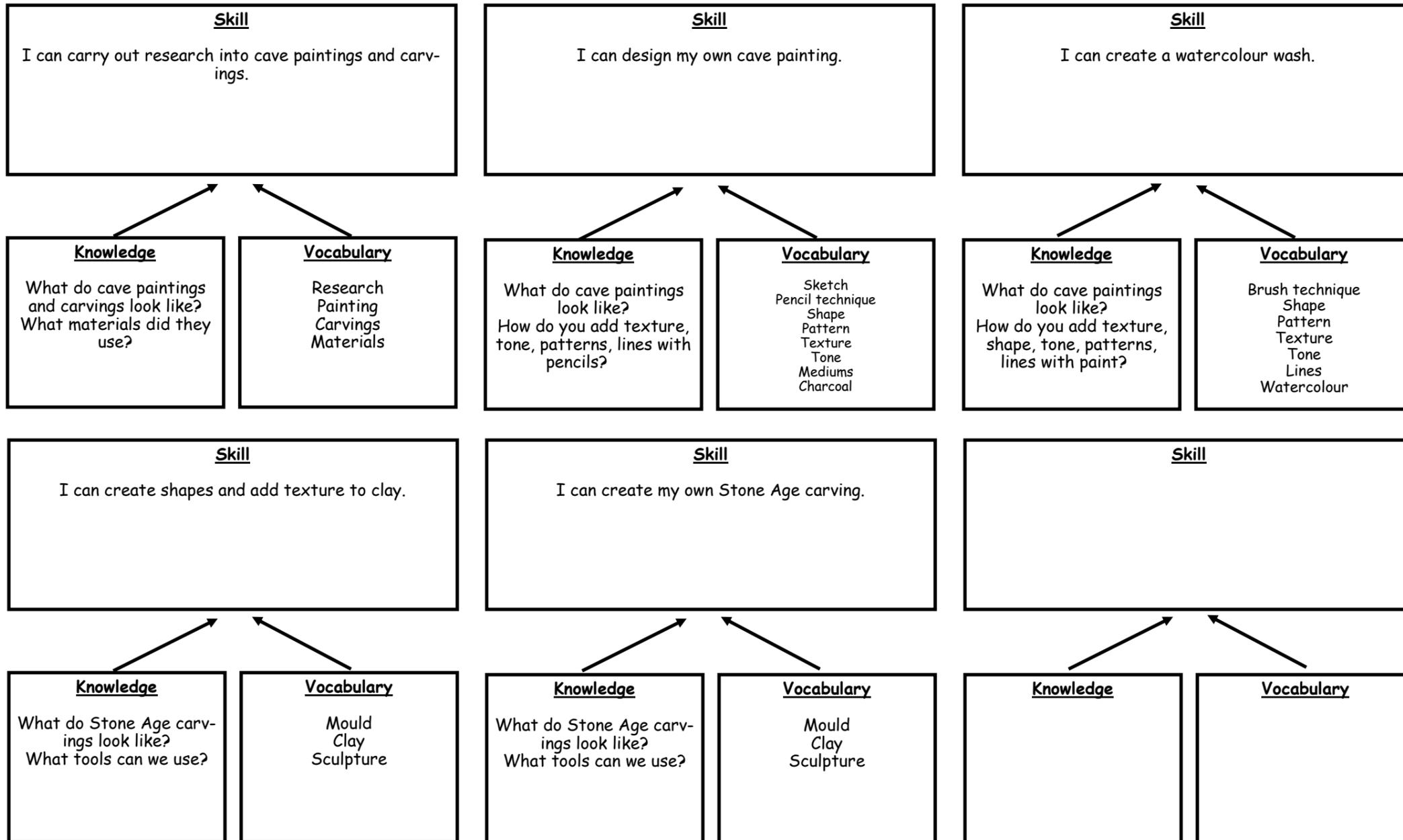
- NC1: To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- NC2: To improve their mastery of techniques, such as **drawing, painting** and sculpture with materials
- NC3: To learn about the greatest artists, architects and designers in history

Art and Design

As Artists, we use the sculpting techniques to design and make our own Stone Age carvings. We will look at painting and carvings from the past and use them as our inspiration. We will use a range of sculpting techniques. We will also paint pictures to show scenes from the Stone Age and Iron Age.

Art and Design Final Outcome

Design and make a Stone Age Cave Painting and carving.





Art and Design



Objective	Emerging	Expected	Exceeding
To develop ideas	<p>Explore lots of different materials as ideas develop I explore ideas and collect visual information</p>	<p>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.</p>	<p>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</p>
To master techniques	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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</p> <p>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.</p>
To take inspiration from the greats	<p>I can describe the work of notable artists, artisans and designers. I can use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>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.</p>

National Curriculum Links Design and Technology

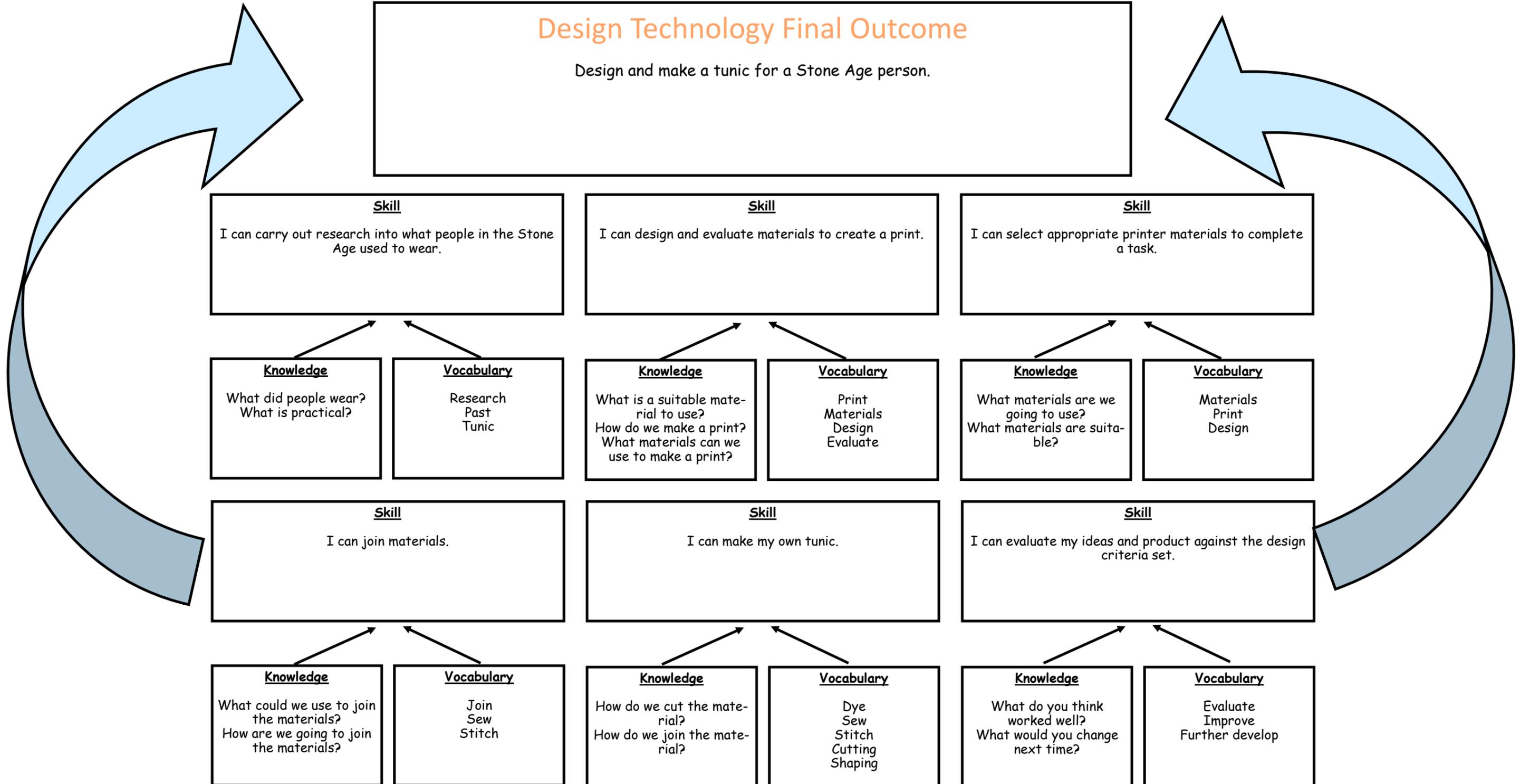
- NC1:** To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
NC2: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
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
NC6: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Design and Technologists

As Designers, we will be exploring textiles in order to design and make a tunic for a Stone Age person. We will look at a range of techniques for dying fabric. As designers we will learn different techniques for cutting, shaping and joining fabric through sticking and sewing.

Design Technology Final Outcome

Design and make a tunic for a Stone Age person.





Design Technology



Objective	Emerging	Expected	Exceeding
To master practical skills	Combine schematic and observational approaches. Exploring materials.	Observing and recording the shapes, patterns and textures found in objects. Working in a combined schematic and observational way with confidence in placing objects	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.
To design, make, evaluate and improve	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. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.	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. 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.	Taking part in extended activities through different stages. Working independently with a wider range of materials. Requiring less support when selecting materials and tools. 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.
To take inspiration from design throughout history	Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.	Improve upon existing designs, giving reasons for choices.	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

National Curriculum Links Music

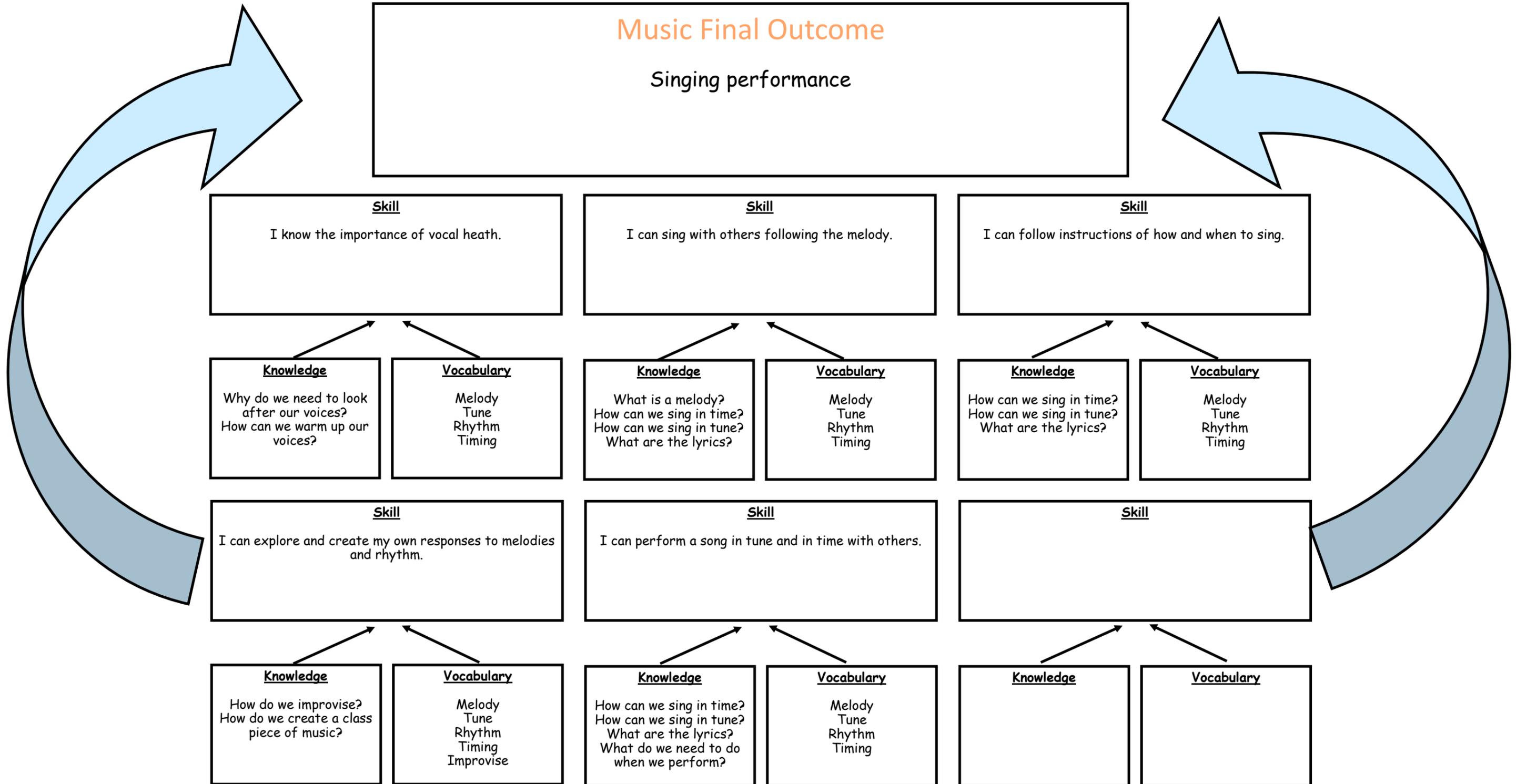
- NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
- NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination
- NC3: To listen with attention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

Music

As musicians we will listen to and appraise reggae music. We will learn to sing the song '3 Little Birds' by famous reggae artist Bob Marley. We will use instruments to play along to the music and make our own improvised reggae inspired songs. We will then learn a song all about friendship/ acceptance/happiness/respect and kindness and explore creating our own imaginative versions.

Music Final Outcome

Singing performance



Skill
I know the importance of vocal health.

Knowledge
Why do we need to look after our voices?
How can we warm up our voices?

Vocabulary
Melody
Tune
Rhythm
Timing

Skill
I can sing with others following the melody.

Knowledge
What is a melody?
How can we sing in time?
How can we sing in tune?
What are the lyrics?

Vocabulary
Melody
Tune
Rhythm
Timing

Skill
I can follow instructions of how and when to sing.

Knowledge
How can we sing in time?
How can we sing in tune?
What are the lyrics?

Vocabulary
Melody
Tune
Rhythm
Timing

Skill
I can explore and create my own responses to melodies and rhythm.

Knowledge
How do we improvise?
How do we create a class piece of music?

Vocabulary
Melody
Tune
Rhythm
Timing
Improvise

Skill
I can perform a song in tune and in time with others.

Knowledge
How can we sing in time?
How can we sing in tune?
What are the lyrics?
What do we need to do when we perform?

Vocabulary
Melody
Tune
Rhythm
Timing

Skill

Knowledge

Vocabulary



Music

Assessment

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

National Curriculum Links P.E

PE

Badminton and Gymnastics

Skill

I can show changes of direction, speed and level during a performance.

Skill

I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.

Skill

I can plan, perform and repeat sequences.

Final Outcome

Plan and create a gymnastics sequence.

Knowledge

How can you change direction, speed and level?
What are you going to include in your performance?

Vocabulary

Direction
Speed
Level
Performance

Knowledge

What ways can you travel?

Vocabulary

Travel
Flight
movement

Knowledge

How can you change direction, speed and level?
What are you going to include in your sequence?

Vocabulary

Sequence
Performance
Direction
Speed
Level

Skill

I can throw and catch with control and accuracy.

Skill

I can maintain possession of the shuttlecock.

Skill

I can follow the rules of the game and play fairly.

Final Outcome

Play a game of badminton using the correct technique and follow the rules.

Knowledge

How do we throw and catch a ball?
How can we control a ball?

Vocabulary

Throw
Catch
Control
Precision
Accuracy

Knowledge

How can we control the shuttlecock?
How do we hold the racket?

Vocabulary

Racket
Shuttlecock
Possession
Control

Knowledge

What are the rules of badminton?

Vocabulary

Game
Fair
Rules
Racket
Shuttlecock



PE



Emerging	Expected	Exceeding
<ul style="list-style-type: none"> • I can 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. 	<ul style="list-style-type: none"> • Catch with one hand. • Throw and catch accurately. • Hit a ball 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. 	<ul style="list-style-type: none"> • 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 taking off and landing • I can throw with accuracy

Spring 1

Year 3 - Gymnastics

Year 4 - Gymnastics

Spring 2

Year 3 - Badminton

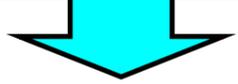
Year 4 - Badminton



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

How do computers work
 We will look at how computers are able to accept inputs, how they output information and how computers represent data in binary. We will also investigate smartphones and how they input and output information. We will explain how the internet works, how search engines work and how we can narrow searches to give more relevant results and concludes by looking at the credibility of information online.

Skill

I can explain what a computer is and how it works.

Skill

I can explain what the internet is and how to use it safely.

Skill

I can create a PowerPoint and deliver my presentation.

Knowledge

What is a computer?
 How do computers work?
 What is a computer made up of?

Vocabulary

Computer
 Hardware
 Software
 Physical components
 Operating system

Knowledge

How can we search for things?
 How do we know whether they are reliable?
 How do we stay safe online?

Vocabulary

Internet
 Search engine
 Reliable
 URL
 Web address
 Filters

Knowledge

How do we use PowerPoint?
 What do we need to include?
 How can we add animations and effects?
 How can we make our work even better?

Vocabulary

PowerPoint
 Presentation
 Slides
 Edit
 Animations
 Effects
 Graphics
 Images
 Text

Final Outcome

Create a presentation with slides with animations and transition effects.



Year 4

Computing

Assessment

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

Entering the digital world
 We will learn and develop the skills and knowledge to maintain a positive online reputation by understanding how to manage our privacy and protect our personal information. We will also look at communicating online and look at strategies for dealing with unwanted behaviour.

Skill

I can give examples of risks posed by online communication.

Skill

I can explain what privacy settings are and why it is important not to share personal information online.

Skill

I can create a PowerPoint and deliver my presentation.

Knowledge

How can we stay safe online?
 What risks may we see online?

Vocabulary

Risks
 E Safety
 Online
 Social Media
 Communication
 Personal information
 Data

Knowledge

How can we stay safe online?
 What risks may we see online?
 What is personal information?

Vocabulary

Risks
 E Safety
 Online
 Social Media
 Communication
 Personal information
 Data

Knowledge

How do we use PowerPoint?
 What do we need to include?
 How can we add animations and effects?
 How can we make our work even better?

Vocabulary

PowerPoint
 Presentation
 Slides
 Edit
 Animations
 Effects
 Graphics
 Images
 Text

Final Outcome

Create a presentation with slides with animations and transition effects.
 Edit digital content to improve it, according to feedback.
 Create graphics with texts and images.



Other Curriculum Elements



Enterprise drivers

Team work—computing project
Risk—deciding on how to present their work
Effective communication—PE Badminton team skills

RE

Year 3 - Christianity - Jesus Miracles

Year 4 - Judaism - Passover

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

Spring 1— Dreams and Goals

Spring 2— Healthy Me