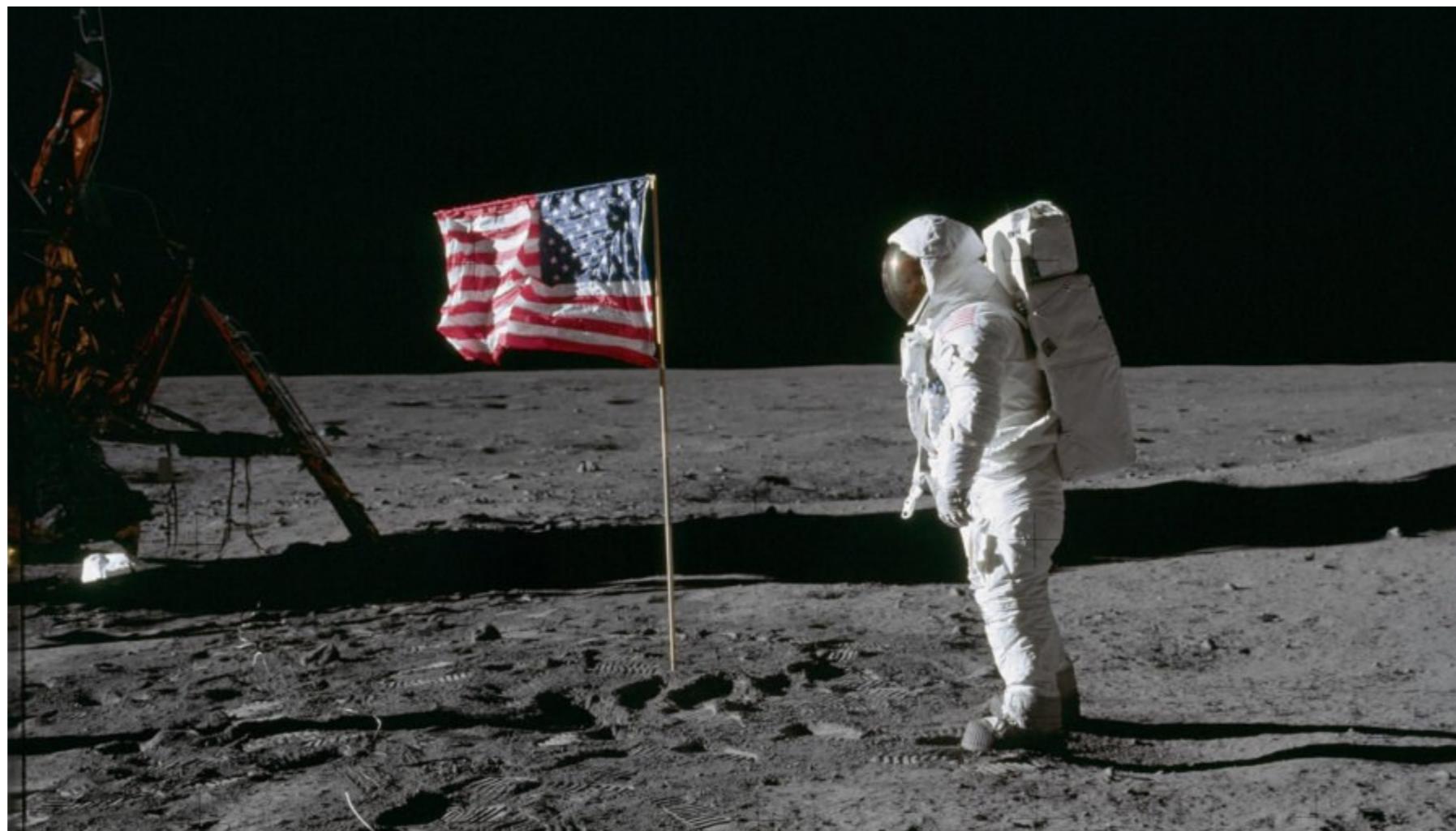




Stargazers



Year 3/4

Summer 2020



Immersion



SPARCS

Immersion day - looking at objects/photographs/pictures related to the space race — discussion

Class text to arrive in a rocket or other high interest source

Watch live footage from NASA for space launch

Experiences

Visit to Magna

Help to create planets for the whole school planet display in the hall.

Presentation of Learning

Whole school Art Gallery

Resources for the term:

- Rocket launcher
- Pipes and tube
- Pneumatics

National Curriculum Links Geography

NC1: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities .
NC3: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
NC6: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geographers

As Geographers, we will locate Europe, including Russia, North and South America and talk about the different environmental features, human and physical characteristics and locate their major cities within key countries. We will talk about the two main countries that started the great space race and locate them on the world map. We will focus on their key human and physical characteristics. We will look at the position of the planet in relation to the sun and learn about how this creates time zones.

Geography Final Outcome

Create a presentation to show the two countries who were involved in the initial space race.

Skill

I can name and locate Europe, Russia and America on different maps.

Skill

I can talk about Russia's human and physical characteristics and locate the major cities.

Skill

I can talk about America's human and physical characteristics and locate the major cities.

Knowledge

Where is Europe?
Where is Russia?
Where is America?
What different maps could we use?

Vocabulary

Europe
Russia
America
Map

Knowledge

Where is Russia located?
What are the human and physical features of Russia?
What are the main cities in Russia?

Vocabulary

Russia
Human features
Physical features
Cities

Knowledge

Where is America?
What are the human and physical features of America?
What are the main cities in America?

Vocabulary

America
Human features
Physical features
Cities

Skill

I can talk about the position of the planet in relation to the sun and learn about how this creates time zones.

Skill

Skill

Knowledge

What is a time zone?
Why do we have different time zones?
How close is Earth from the sun?
Why do we have day and

Vocabulary

Time zone
Earth
Sun
Day
Night



Geography

Assessment

	Emerging	Expected (End of Year 4)	Exceeding
To investigate places	<ul style="list-style-type: none">Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)Identify the key features of a location and say if it is a city, town, village, coastal or rural areaUse world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studiedUse simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environmentUse aerial images and plan perspectives to recognise landmarks and basic physical featuresName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasName and locate the world's 7 continents and oceans	<ul style="list-style-type: none">Ask and answer geographical questions about the physical and human characteristics of a location being studiedUse maps, atlases, globes and digital/computer mapping to locate countries and describe featuresUse fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologiesUse a range of resources to identify the key physical and human features of a locationName and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over timeName and locate the countries of Europe and identify their main physical and human characteristics	<ul style="list-style-type: none">Collect and analyse information to draw clear conclusions about locationsIdentify and describe how the physical features affect human activityUse different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)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 time.Name and locate the countries of North and South America and identify their main physical and human characteristics
To investigate patterns	<ul style="list-style-type: none">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 countryIdentify 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 PolesIdentify land use around the school	<ul style="list-style-type: none">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 areasDescribe geographical similarities and differences between countriesDescribe how the locality of the school has changed over time	<ul style="list-style-type: none">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 countriesDescribe how locations around the world are changing and explain some of the reasons for changeDescribe geographical diversity across the world
Geographical content	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p> <p>Use geographical vocabulary: symbol, cycle, erode, label, locate, survey, route, orient, area, globe, community, environment</p>	<ul style="list-style-type: none">Describe key aspects of:<ul style="list-style-type: none">physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.human geography, including: settlements and land useUse the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world <p>Use geographical vocabulary: process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, resource, perspective, survey, route, orient, co-ordinate, community, environment</p>	<ul style="list-style-type: none">Describe/understand key aspects of:<ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cyclehuman geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water suppliesUse the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the worldCreate maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p>Use geographical vocabulary: economy, currency, migrate, process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, isolate, phenomenon, resource, perspective, survey, route, orient, co-ordinate, community, environment</p>

National Curriculum Links History

NC9—A non-European society that provides contrasts with British history.

Historians

As Historians, we will use of skills of research and summarise to produce a timeline of the space race. We will look at the significant events which took place and place them in chronological order. We will look at the cause and consequence of the projects which took place and the achievements of different countries in their quest to put a man on the moon.

History Final Outcome

An information booklet about the achievements and aspirations in Space by different countries.

Skill

I can sequence events on a time line.

Skill

I can explain early significant events which took part in the space race.

Skill

I can carry out research into Russia and explain their involvement in the space race.

Knowledge

What is a timeline?
What is chronological order?
What are the key events of the space race?

Vocabulary

Timeline
History
Events
Chronological order

Knowledge

When did the space race start?
What are some of the earliest achievements in the space race?

Vocabulary

Space Achievements
Rocket
Animals

Knowledge

When did Russia get involved?
What was Russia's involvement and achievements in the space race?

Vocabulary

Russia
Sputnik
Laika
Yuri Gagarin

Skill

I can carry out research into America and explain their involvement in the space race.

Skill

I can explain the changes to space travel over the decades and discuss where it is going next.

Skill

When did America get involved?
What was America's involvement and achievements in the space race?

Vocabulary

America
NASA
Neil Armstrong
Buzz Aldrin

Knowledge

What are the significant events in the space race?
What is going to happen next in the space race?

Vocabulary

Changes
Space
Future



History

Assessment

History	Emerging	Expected (End of Year 4)	Exceeding
To investigate and interpret the past	<ul style="list-style-type: none">Handle and use sources of evidence to make observations and simple comparisonsAsk questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/someone act like they did? Would it be the same today?Understand some ways we find out about the pastUnderstand and show how the past has been represented	<ul style="list-style-type: none">Handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the pastUse a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/sDescribe different accounts of a historical event, explaining the reasons why the accounts may differSuggest causes and consequences of some of the main events and changes in history <p>Ask questions such as: What was (<i>historical focus</i>) like at an earlier time in history? How has (<i>historical focus</i>) changed or stayed the same during or since the period studied? What caused the (<i>historical focus</i>) and what consequences of (<i>historical focus</i>) can we still see today in Britain? Why was such an event seen as significant after the time? Why is this period in history seen as significant to Britain now?</p>	<ul style="list-style-type: none">Handle and use a range of source and begin to identify Primary and Secondary sources. Start to compare accounts of events from using different sources.Bring knowledge together to construct an informed response, giving some reasons for different versions of eventsAnalyse a wide range of evidence in order to justify claims about the pastBe aware that different evidence will lead to different conclusions, some evidence/authors may be persuading or giving a specific viewpointUnderstand that no single source of evidence gives the full answer to questionsAsk questions such as: How has (<i>historical focus</i>) developed or continued over time? Evaluate why some things have remained the same over several periods of history. How did political changes in a period result in social and cultural changes? What were the short and long-term consequences of (<i>historical focus</i> or event)?
To build an overview of world history	<ul style="list-style-type: none">Describe historical eventsDescribe significant people from the pastRecognise that there are reasons why people in the past acted as they did	<ul style="list-style-type: none">Describe changes that have happened in the locality of the school throughout historyGive a broad overview of life in Britain from ancient until medieval timesDescribe the social, ethnic, cultural or religious diversity of past societyDescribe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	<ul style="list-style-type: none">Identify continuity and change in the history of the locality of the schoolGive a broad overview of life in Britain from medieval until the Tudor and Stuarts timeCompare some of the times studied with those of the other areas of interest around the worldDescribe the social, ethnic, cultural or religious diversity of past societyDescribe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none">Sequence 3 or 4 artefacts/events/sources and sequence events within lifetime on a simple time lineLabel time lines with words/pictures or phrases such as: past, present, older and newerTalk about changes that have occurred in their own livesUse dates where appropriate	<ul style="list-style-type: none">Sequence events on a time line using dates, for people and events beyond living memoryUnderstand the concept of change over time, representing this, along with evidence, on a time lineUse dates and terms to describe events	<ul style="list-style-type: none">Place key events from current period of study on a time line and make comparisons within or across another period of time. Ensure time lines use relevant and more complex dates. Summarise and evaluate the timeline.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 changeUnderstand the concepts of continuity and change over time, representing them, along with evidence, on a time lineUse dates and terms accurately in describing events
To communicate historically	<ul style="list-style-type: none">Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the pastShow an understanding of the concept of nation and a nation's historyShow an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace	<ul style="list-style-type: none">Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, change, chronology, similar, difference, significant, impact, interpret, affect, cause, generation, proceed, decade and sourceUse literacy and numeracy to high standard when communicating information about the past	<ul style="list-style-type: none">Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, chronology, continuity, change, century, decade, legacy, significant, impact, interpret, affect, cause, generation, proceed, decade, source, unify, attribute, perceive, media, relevant, primary, secondary and successorUse literacy and numeracy to an exceptional standard when communicating information about the pastUse original and creative ways to present information and ideas
Vocabulary	Understand and use: period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept	Understand and use: <i>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, (into writing) duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary (into writing) coincide, unify, concept,</i>	Understand and use: <i>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary (into writing) coincide, unify, concept,</i>

National Curriculum Links

- NC1: To create sketch books to record their observations and use them to review and revisit ideas
NC2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
NC3: To learn about great artists, architects and designers in history.

Art and Design

As Artists we will be studying Van Gogh's Starry Night. We will learn about drawing and sketching and how to use sketching techniques to aid our paintings. We will talk about different painting techniques and how artists use a range of paints and techniques when they are creating a piece. As artists we will learn the importance of evaluating our own and others work in order to produce the best pictures possible. We will use the feedback to provided to improve parts/sections of our work.

Art and Design Final Outcome

A whole school art exhibition of our work on Van Gogh's Starry Night.

Skill

I can carry out research into the work of Vincent Van Gogh, particularly 'Starry night'.

Skill

I can experiment with different techniques, similar to those used by Van Gogh, to achieve the desired outcome.

Skill

I can create observational drawings of my surroundings using sketching techniques to aid my work in the style of Van Gogh.

Knowledge

What does the painting look like?
What materials have been used to create the picture?
What does it represent?

Vocabulary

Vincent Van Gogh
Post-Impressionist Research

Knowledge

What techniques did Van Gogh use?
How do you add texture, tone, patterns, lines with paints?

Vocabulary

Techniques
Tone
Texture
Patterns
Lines

Knowledge

What can you see?
What is an impression?

Vocabulary

Impressionism
Sketching

Skill

I can create my own Starry night sketch.

Skill

I can create my own Starry night painting.

Skill

I can evaluate my design.

Knowledge

How do you sketch?
How can you add texture, tone, lines and patterns with paint?

Vocabulary

Sketching
Shape
Pattern
Texture
Tone
Lines

Knowledge

What techniques could you use?
How can you add texture, tone, lines and patterns with paint?

Vocabulary

Brush technique
Shape
Pattern
Texture
Tone
Lines

Knowledge

What went well with your painting?
What would you improve?
How does it compare to the work of Van Gogh?

Vocabulary

Evaluate
Brush technique
Shape
Pattern



Art and Design

Assessment

Art	Emerging	Expected (End of Year 4)	Exceeding
Painting	<p>Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels Know primary and secondary colours</p>	<p>Select and use a range of brushes to produce shapes, textures, patterns and lines appropriate to the task Mix colours to create new colours for a purpose Use watercolour paint to produce washes for backgrounds then add detail Create mood using a range of colour</p>	<p>Use sketching techniques before painting Create a colour pallet appropriate for the purpose Use the qualities of watercolour and acrylic paints to create visually interesting pieces Create mood through using colour, tone and tint Create texture in a range of ways Develop a personal style of painting, drawing upon ideas from other artists</p>
Collage	<p>Use a combination of materials that are cut, torn and glued to create effect Sort and arrange materials on a page Mix materials to create texture</p>	<p>Select and arrange a range of materials for a striking effect Use coiling, overlapping, tessellation and mosaic to create a visually pleasing piece of artwork</p>	<p>Mix textures (rough and smooth, plain and patterned) for a purpose Consider how to combine visual and tactile qualities to create artwork Use mosaic techniques</p>
Drawing	<p>Draw lines that are different sizes and thickness's Be able to colour their own work neatly, following the lines Use dots and lines to add texture and show pattern Use different tones when using coloured pencils</p>	<p>Use different hardness's of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas, showing more awareness of an audience Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture</p>	<p>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 and time period Use lines to represent movement Annotate sketches, showing in depth their ideas and how these are conveyed to a specific audience</p>
Art Appreciation	<p>Talk about the work of notable/famous artists Use creative ideas and styles of artists studied to create their own artwork</p>	<p>Replicate some of the techniques used by notable/famous artists Create original pieces that are influenced by studies of artists studied Select appropriate techniques when creating pieces influenced by artists studied</p>	<p>Explain in detail (including using their own sketches where appropriate) about the style of some notable/famous artists Talk about and explain how the work of those studied was influential 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, aimed at particular individuals or groups
- 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 [for example, cutting, shaping, joining and finishing], accurately
- 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
- NC8: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Design and Technologists

As Designers, we will learn about pneumatics and how we can use air pressure to launch a rocket. We will consider what is needed in the design and communicate our ideas through sketching. We will select and use a wide range of materials and tools. To join these we will use a range of techniques to ensure our rocket is strong enough to be launched. After testing, we will evaluate our rocket and launcher and make any changes that will improve the product.

Design Technology Final Outcome

To create a step by step guide on how to make and use a rocket launcher.

Skill

I can carry out research into existing rocket launchers, developing design criteria.

Skill

I can design my own rocket launcher.

Skill

I can select and use a wide range of materials and tools for my rocket launcher.

Knowledge

What causes the rocket to launch?
Why are rocket launchers needed?
What is air pressure?

Vocabulary

Pneumatic Rocket
Air pressure
Research

Knowledge

What does our rocket launcher need to have?
How does it work?
What materials can we use to make it?

Vocabulary

Annotated sketches
Design
Diagrams

Knowledge

What material would be best for your rocket launcher?
What materials are available?

Vocabulary

Pneumatics
Air pressure
Rocket
Design

Skill

I can create a rocket launcher - including step by step instructions.

Skill

I can evaluate and strengthen my rocket launcher.

Skill

What do we need to include in our instructions?

Vocabulary

Pneumatics
Air pressure
Rocket
Design

Knowledge

Are your instructions accurate?
Does it work?
How can you improve your rocket launcher?

Vocabulary

Pneumatics
Air pressure
Rocket
Design

Knowledge

Vocabulary



Design Technology

Assessment

DT		Emerging	Expected (End of Year 4)	Exceeding
To master practical skills	Materials	<ul style="list-style-type: none">Cut materials safely using tools provided.Measure and mark out to the nearest centimetre.Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	<ul style="list-style-type: none">Cut materials accurately and safely by selecting appropriate tools.Measure and mark out to the nearest millimetre.Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).Select appropriate joining techniques.	<ul style="list-style-type: none">Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Construction	<ul style="list-style-type: none">Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	<ul style="list-style-type: none">Choose suitable techniques to construct products or to repair items.Strengthen materials using suitable techniques.	<ul style="list-style-type: none">Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	<ul style="list-style-type: none">Create products using levers, wheels and winding mechanisms.	<ul style="list-style-type: none">Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	<ul style="list-style-type: none">Convert rotary motion to linear using cams.Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make, evaluate and improve		<ul style="list-style-type: none">Design products that have a clear purpose and an intended user.Make products, refining the design as work progresses.Use software to design.	<ul style="list-style-type: none">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.Use software to design and represent product designs.	<ul style="list-style-type: none">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.Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history		<ul style="list-style-type: none">Explore objects and designs to identify likes and dislikes of the designs.Suggest improvements to existing designs.Explore how products have been created.	<ul style="list-style-type: none">Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.Improve upon existing designs, giving reasons for choices.Disassemble products to understand how they work.	<ul style="list-style-type: none">Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.Create innovative designs that improve upon existing products.Evaluate the design of products so as to suggest improvements to the user experience.

National Curriculum Links

- NC1: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
NC2: To improvise and compose music for a range of purposes using the inter-related dimensions of music
NC3: To listen with attention to detail and recall sounds with increasing aural memory
NC4: To use and understand staff and other musical notations
NC5: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
NC6: To develop an understanding of the history of music.

Music

Year 3

As Musicians, we will study the genre of disco music and we will learn what this style entails by learning a song about friendship, peace, hope and unity. We will explore composing our own song about friendship and unity.

Year 4

As Musicians, we will study the genre of pop music and we will study the song Blackbird by the beetles. We will use this as a base to learn about how a song is written about current events.

Music Final Outcome

A whole school performance of songs learnt/composed.

Skill

I can listen and appraise Disco songs.

Skill

I can perform a song.

Skill

I can create my own song.

Knowledge

What is a Disco song?
What instruments are often played?
What do you like/dislike about the music?

Vocabulary

Disco
Listen
Appraise

Knowledge

What song are you performing?
What do you need to remember whilst performing?

Vocabulary

Perform
Song

Knowledge

What is the theme of your song?
What are the lyrics?
What music are you going to include?

Vocabulary

Song
Lyrics
Music
theme

Skill

I can listen and appraise songs by The Beetles.

Skill

I can play music on an instrument.

Skill

I can be a part of an ensemble.

Knowledge

Who are The Beetles?
What do they sing?
What do you like/dislike about their music?

Vocabulary

The Beetles
Listen
Appraise

Knowledge

What instrument have you played before?
What do you need to remember about playing a musical instrument?

Vocabulary

Instrument
Play

Knowledge

What is an ensemble?
How do we play in tune?
How do we play in time?

Vocabulary

Ensemble
Tune
Time



Music

Assessment

Music	Emerging	Expected (End of Year 4)	Exceeding
Perform	<ul style="list-style-type: none">Sing melodies accurately - following a simple melodyKnow when and how to play a glockenspiel and a range of un-tuned percussion instrumentsUse their voice and instruments to make long and short soundsImitate changes in pitch using their voice and a glockenspiel	<ul style="list-style-type: none">Sing a range of songs from memory with accurate pitchKeep a simple part within a group when singing and playing either the glockenspiel or violin (Yr4)Use breathing accurately to control the voice when singing a songPlay notes accurately on a glockenspiel or violin (Yr4)Start to show awareness of an audience and how to perform with greater control for others	<ul style="list-style-type: none">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 when singing within a round, knowing that you need to listen to the whole group to sing in timeSing in harmonySustain a drone or a melodic ostinato to accompany singingPerform to an audience with controlled breathing (voice) and skilful playing (instrument)
Compose	<ul style="list-style-type: none">Use long and short sounds to create a sequenceClap a simple rhythmCreate a range of different sounds (long and short, loud and quiet, high and low)Choose sounds to create an effect for a specified themeCreate a short musical patternCreate a short rhythmic phrase	<ul style="list-style-type: none">Compose and perform melodic songs as part of a group and soloCreate repeated patterns using a glockenspiel and Violin (yr4) and a range of un-tuned instrumentsCreate accompaniments for familiar tunesChoose, order, combine and control sounds to create an effect for a specified theme	<ul style="list-style-type: none">Create songs with verses and a chorusCreate rhythmic patterns that show an awareness of timbre and durationCombine melody, rhythm and chords to create a short musical pieceSelect a range of musical elements to create a desired effect based on a themeUse a melodic ostinato, based on the pentatonic scale to create a short piece
Transcribe	<ul style="list-style-type: none">Use symbols to represent a compositionPerform their own and others musical representations	<ul style="list-style-type: none">Devise their own non-standard symbols to indicate when to play and when to restRecognise the notes EGBDF and FACE on the musical staveRecognise the symbols for a minim, crotchet and semibreve and say how many beats they represent	<ul style="list-style-type: none">Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play when composingRead and create notes on the musical staveUnderstand the purpose of the treble and bass clefsUnderstand the # (sharp) and b (flat) symbolsUse and understand simple time signatures
Describing music	<ul style="list-style-type: none">Talk about the beat of a tuneRecognise and talk about changes in timbre, dynamics and pitch	<ul style="list-style-type: none">Talk about the terms: duration, timbre, pitch, beat, tempo, texture and use of silence when describing musicEvaluate music to identify areas of likes and dislikesDiscuss the effect layers of sound have on the overall mood and feeling of pieces of music from a range of genres	<ul style="list-style-type: none">Use a wide range of musical vocabulary to describe and appraise a range of musical genres. Vocabulary will include: pitch, dynamics, tempo, timbre, texture, lyrics, melody, solo, round, harmonies, ensemble accompaniment, drone and ostinato.Describe how lyrics can reflect the cultural and or social context of music and how music has changed over time
Musical Genres	Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra	RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco	Classic Rock, Old School Hip Hop, Reggae, Jazz, Pop Ballard, Classical, Soul, Rhythm and Blues and Folk Rock

National Curriculum Links

NC1: To use running, jumping, throwing and catching in isolation and in combination
NC2: To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
NC6: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE

In the first half term, we will have a tennis coach visiting weekly to teach us the skills required to play a game of tennis. We will learn front and back hand, how to hold the racquet correctly and how to play strategically.

In the second half term, we will prepare for Sports Day through developing our stamina in running. We will learn why it is important to pace yourself when running long distance. We will try to beat our own personal bests in all races.

Skill

I can throw and catch with control and accuracy.

Skill

I can maintain possession of a ball.

Skill

I can understand the basic rules to play a game.

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 tennis ball?
How do we hold the racket?

Vocabulary

Racket
Possession
Control

Knowledge

What are the rules of tennis?

Vocabulary

Game
Fair
Rules
Match

Final Outcome

To be able to play a short tennis match.

Skill

I can sprint over a short distance using correct technique.

Skill

I can develop different throws for different situations.

Skill

I can develop standing jumps and five step jumps focusing on landing correctly and safely.

Knowledge

What does the word sprint mean?
How do we need to stand?
What posture do we need?

Vocabulary

Sprint
Run
Race
Posture

Knowledge

What does personal best mean?
What is my personal best?
How can I improve my personal best?

Vocabulary

Throw
Equipment
Overarm
Underarm

Knowledge

How do we jump?
What types of jumps are there?
How do land correctly and safely.

Vocabulary

Jump
Land
Correctly
Safely

Final Outcome

To participate in a variety of races at Sports Day.



PE

Assessment

PE	Emerging	Expected (End of Year 4)	Exceeding
Games	<p>Understand the concept of different teams. Begin to use basic skills in succession. E.g. running and then kicking. Start to think about tactics e.g. what works well and what doesn't.</p>	<p>Throw and catch with control and accuracy. Strike a ball and field with control. Use knowledge of tactics to develop a strategy for a game. Understand the basic rules to play a game. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Show ability to work together as a team and in some situations, lead a team.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Use teamwork skills to score points, baskets etc. Use control to hit and field balls successfully. Understand different strokes in racket games and use them at appropriate times. Field, defend and attack tactically by understanding the rules and what works effectively. Understand the principles of fair play and how we should act in a range of sporting situations. Lead others in game and in the coaching of games to younger children.</p>
Athletics		<p>Sprint over a short distance using correct technique. Begin to run over longer distances and think about pacing. Develop different throws for different situations e.g. throwing underarm for accuracy. Develop standing jumps and five step jumps focusing on landing correctly and safely. Understand the concept of personal bests and how to develop and improve them.</p>	<p>Combine sprinting with low hurdles. Understand how to pace themselves over a range of distances. Throw accurately in a range of ways while understanding how to improve technique. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.</p>

Summer 1

Year 3 - Tennis (coach)

Year 4—Tennis (coach)

Summer 2

Year 3 - Athletics/Sports Day Prep

Year 4—Athletics/Sports Day Prep



Computing

National Curriculum Links Computing

NC4: To 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

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

Computing - Bring it to life

As Computer technologists, we will plan an animation using a storyboard. We will take a series of posed pictures and combine them to form an animation. To this video, we will add texts, graphics and sound effects to improve our animation using a variety of editing tools. We will need to develop our camera skills, keeping the camera steady while taking pictures of moving characters and objects using 'onion skinning'.



Skill

I can plan a simple animation using a storyboard.

Skill

I can add text, graphics and sound effects to improve an animation using editing tools.

Skill

I can create an animation with moving characters/objects keeping the camera steady using 'onion skinning'.

Knowledge

What is an animation?
What is a storyboard?
How do we make an animation?

Vocabulary

Animation
Storyboard

Knowledge

How do we make an animation?
How do we add text to an animation?
How do we add graphics to an animation?
How do we add sound effects to an animation?
How do we edit an animation?

Vocabulary

Animation
Text
Graphics
Sound effects
Improve
Edit
Editing tools

Knowledge

How do we create an animation with moving characters?
What program are we going to use?
What is onion skinning?
How can we keep the camera steady?

Vocabulary

Animation
Moving characters
Steady
Onion skinning

Final Outcome

Produce an animation of a combination of photos.



Computing

National Curriculum Links Computing

- NC1: I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
NC2: I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output
NC3: I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Computing - My very own game

In this project, we will design a unique game for a specific audience. The project will also involve making a persuasive digital poster, a movie advert with a backing track and a persuasive piece of writing to advertise our game online. The game will be an adventure game (survival) in which the creator appears as the main character. At the end of the project, the creator will make a 'Gaming Brochure'



Skill

I can describe ways technology can affect health and know strategies, tips or advice to promote healthy living.

Skill

I understand why it's important to know your audience when designing games.

Skill

I can design and create a prototype game and make improvements following feedback.

Knowledge

How does technology affect health?
What is a safe amount of time to be on a device?
How can we promote a healthy lifestyle?

Vocabulary

Technology
Health
Advice
Healthy living
Promote

Knowledge

Who is the game aimed at?
What is the purpose of the game?
Why are existing games popular?

Vocabulary

Audience
Design
Purpose

Knowledge

What is a prototype?
How do we make a game?
What do we need to remember?
How can we make a game even better?

Vocabulary

Game
Prototype
Design
Create
Feedback

Final Outcome

An adventure game and advertisement pitched for a target audience.

Skill

I can create a program using a range of events/inputs to control what happens.

Skill

I can create digital books/posters by combining text, images, voice recordings, and videos.

Skill

I can create a video by combining text, images and music.

Knowledge

What is a program?
What are they used for?
How do we make a program?
What do we want the program to do?

Vocabulary

Program
Event
Input
Control
Action

Knowledge

What is a digital book?
What can we use to make one?
How do we combine everything we need to?

Vocabulary

Digital book
Text
Images
Voice recordings
Videos

Knowledge

How can we create a video?
How do we combine text, images and music?
What program can we use to create our video?

Vocabulary

Video
Text
Images
Music
Program



Computing

Assessment

Computing	Emerging	Expected (End of Year 4)	Exceeding
To code	<ul style="list-style-type: none">Control motion by specifying the number of steps to travel, direction and turn.Add text strings, show and hide objects and change the features of an object.Select sounds and control when they are heard, their duration and volume.Control when drawings appear and set the pen colour, size and shape.Specify user inputs (such as clicks) to control events.Specify the nature of events (such as a single event or a loop).Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	<ul style="list-style-type: none">Use specified screen coordinates to control movement.Set the appearance of objects and create sequences of changes.Create and edit sounds. Control when they are heard, their volume, duration and rests.Control the shade of pens.Specify conditions to trigger events.Use IF THEN conditions to control events or objects.Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).Use variables to store a value.Use the functions define, set, change, show and hide to control the variables.Use the Reporter operators<ul style="list-style-type: none">(+)()(-)()(*)()(/)()to perform calculations.	<ul style="list-style-type: none">Set IF conditions for movements. Specify types of rotation giving the number of degrees.Change the position of objects between screen layers (send to back, bring to front).Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.Combine the use of pens with movement to create interesting effects.Set events to control other events by 'broadcasting' information as a trigger.Use IF THEN ELSE conditions to control events or objects.Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.Use lists to create a set of variables.Use the Boolean operators<ul style="list-style-type: none">(<)(=)(>)(and)(or)Not()to define conditions.Use the Reporter operators<ul style="list-style-type: none">(+)(-)(*)(/)to perform calculations.Pick Random () to ()Join ()()Letter () of ()Length of ()() Mod () This reports the remainder after a division calculationRound ()() of ()
To connect	<ul style="list-style-type: none">Participate in class social media accounts.Understand online risks and the age rules for sites.	<ul style="list-style-type: none">Contribute to blogs that are moderated by teachers.Give examples of the risks posed by online communications.Understand the term 'copyright'.Understand that comments made online that are hurtful or offensive are the same as bullying.Understand how online services work.	<ul style="list-style-type: none">Collaborate with others online on sites approved and moderated by teachers.Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.Understand the effect of online comments and show responsibility and sensitivity when online.Understand how simple networks are set up and used.
To communicate	<ul style="list-style-type: none">Use a range of applications and devices in order to communicate ideas, work and messages.	<ul style="list-style-type: none">Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	<ul style="list-style-type: none">Choose the most suitable applications and devices for the purposes of communication.Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect	<ul style="list-style-type: none">Use simple databases to record information in areas across the curriculum.	<ul style="list-style-type: none">Devise and construct databases using applications designed for this purpose in areas across the curriculum.	<ul style="list-style-type: none">Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Other Curriculum Elements



Enterprise drivers

Team Work - Work together in tennis
Effective Communication—Computing project
Creativity and Innovation - DT Rocket Launcher

RE

Year 3

Hindu Beliefs— How can Brahman be everywhere in everything?
Pilgrimage to the River Ganges - Would visiting the River Ganges feel special to a non-Hindu?

Year 4

Rites of Passage and good works - what is the best way for a Jew to show commitment to God?
Prayer and Worship - Do people need to go to church to show they are Christians?

British Values and SMSC

Democracy - Making choices as a class through voting
Rule of law - Following the school rules
Tolerance - Link with other culture schools/religious figures
Mutual respect - Family groups
Individual liberty - Circles

Jigsaw PSHE

Summer 1— Relationships

Summer 2— Changing Me