



Adventurous Explorers



Year 3/4

Summer 2021



Immersion



SPARCS

Experiences

Presentation of Learning

History

"As Historians, we will learn about the ancient civilisation of the Shang Dynasty. We learn about when this took place and the main key events within this historical period. We will talk about how it was famed for it's bronze and jade work, along with advances in maths and astronomy. We will learn about what life would have been like in the Shang Dynasty and how it helped to shape today's civilisation and the new technological world of China."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC7: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of The Shang Dynasty of Ancient China</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Handle and use sources of evidence to make observations and simple comparisons Ask questions Understand some ways we find out about the past Describe historical events Describe significant people from the past Sequence 3 or 4 artefacts/events/sources and sequence events within lifetime on a simple time line Show an understanding of the concept of nation and a nation's history 	<p><u>Year 3</u></p> <p>Use a range of sources/evidence to build up a picture of the past</p> <p><u>Year 4</u></p> <p>Use a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/s</p> <p><u>Y3/4</u></p> <p>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 past.</p> <p>Suggest causes and consequences of some of the main events and changes in history</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Sequence events on a time line using dates, for people and events beyond living memory</p>	<p>Duration</p> <p>Considerable</p> <p>Relevant</p> <p>Document</p> <p>Legislate</p> <p>Sources</p> <p>Impact</p> <p>Justify</p> <p>Derive</p> <p>Deduce</p> <p>Primary</p> <p>Secondary</p> <p>Civilisation</p>

Sequence of Learning

<p>A Place in Time</p> <ul style="list-style-type: none"> Explain when and where the Shang Dynasty was in existence. Describe features of it's location. Use archaeological evidence to draw conclusions about what life was like in the Shang Dynasty and present my findings. Compare the what was happening in British history at the same period of time. <p>Shang Kings</p> <ul style="list-style-type: none"> Explore the evidence surrounding the Shang kings. Look at the list of the first ten kings on the Shang Dynasty as written c.200 B.C. Think about the accurate this information is and use other sources to try and establish facts. Find out what oracle bones are and how they have helped historians find out information about the Shang Dynasty 	<p>Royal Burials</p> <ul style="list-style-type: none"> Look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. Find out about the burial rituals and beliefs, including sacrifices. Consider what we can learn from jade, bronze and ceramic objects found within the Shang Dynasty tombs. 	<p>Life during the Shang Dynasty</p> <ul style="list-style-type: none"> Find out about the structure of society in the Shang Dynasty. Find out about the everyday life of peasants. Discover what kind of homes they lived in and how they farmed land. 	<p>The Shang Dynasty Calendar</p> <ul style="list-style-type: none"> To find out about the writing and calendar created during the Shang Dynasty. Consider why writing developed and how it helps historians find out about the past. Look at the oracle bones and some of the questions found on them. Look at the oracle bone script and identify the meaning of some of the characters. <p>Why did it end?</p> <ul style="list-style-type: none"> Explore the story of how Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. Read some old Chinese poetry and think about its reliability as a historical source, before expressing the story in a variety of ways. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Write a letter as if you were a peasant living in the Shang Dynasty period explaining what life is like.
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History



History	Working Towards	Expected
To investigate and interpret the past	<ul style="list-style-type: none"> Handle and use sources of evidence to make observations and simple comparisons Ask 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 past 	<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 past Use a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/s Describe different accounts of a historical event, explaining the reasons why the accounts may differ Suggest 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 for 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>
To build an overview of world history	<ul style="list-style-type: none"> Describe historical events Describe significant people from the past 	<ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times 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
To understand chronology	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts/events/sources and sequence events within lifetime or period being studied on a simple time line Label time lines with words/pictures or phrases such as: past, present, older and newer Talk about changes that have occurred in their own lives 	<ul style="list-style-type: none"> Sequence events on a time line using dates, for people and events beyond living memory Understand the concept of change over time, representing this, along with evidence, on a time line Use dates and terms to describe 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 past Show an understanding of the concept of nation and a nation's history 	<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 source Use literacy and numeracy to high standard when communicating information about the past
Vocabulary	<p>Understand and use:</p> <p>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept</p>	<p>Understand and use:</p> <p>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</p>

Geography

"As Geographers, we will locate where China is within the World. We will learn about the different regions within China and the megacities. We will learn about the human impact of China's physical geography and explore the positive and negative impact on the country. We will go on to look at China's economic growth and its effect on the country. We will talk about the settlement of the Shang Dynasty and how the soil and surrounding mountains protected them".

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>Human and physical geography</p> <p>NC5a: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>NC5b: 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</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 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 	<p>Year 3</p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features Use fieldwork to observe and record the human and physical features in the local area Use a range of resources to identify the key physical and human features of a location Describe how the locality of the school has changed over time Use the eight points of a compass, four-figure grid references, symbols and key <p>Year 4</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location being studied. Use digital/computer mapping to locate countries and describe features. Use 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 technologies Use a range of resources to identify the key physical and human features of a location patterns; and understand how some of these aspects have changed over time Describe how the locality of the school has changed over time Use the eight points of a compass, four-figure grid references, symbols and key 	<p>Process</p> <p>Globe</p> <p>Erode</p> <p>Cycle</p> <p>Decline</p> <p>Symbol</p> <p>Feature</p> <p>Label</p> <p>Locate</p> <p>Annual</p> <p>Resource</p> <p>Perspective</p> <p>Community</p>

Sequence of Learning

<p>To locate China</p> <ul style="list-style-type: none"> To know where China is within the world. To find out that China is the most populous country in the world. Locate which continent it is in, and find out how many countries it shares a border with. Look at different regions of China and begin to understand the differences between them. Find out what a megacity is and how many of these are in China. 	<p>The human impact of China's physical geography</p> <ul style="list-style-type: none"> Look at what physical geography means and then look at three vastly different landscapes in China (mountainous, river, desert). Explore the impact of human development on the physical geography of these areas. Children will look at the cause, effects and possible solutions for desertification. Explore the positive and negative impact of the Three Gorges Dam on China. 	<p>China's economic growth and its effect on the country</p> <ul style="list-style-type: none"> What is meant by economic growth? Explore the impact that this has had on China, looking at both the positive and negative effects on the country and its population. Explore China's world exports. Explore the effect that China's economic growth has had on air pollution in the country. 	<p>China's famous tourist attractions</p> <ul style="list-style-type: none"> Discuss what the terms 'tourist' and 'tourism' mean. Find out about the country's most popular tourist attraction—the Great Wall of China Learn about its history and how it impacted on the Shang Dynasty. Produce a guidebook for a tourist company who arrange visits for school children to see the Great Wall of China. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Create a quiz for the rest of the class on Kahoot (or other similar platform) testing their geographical knowledge.
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Geography



Geography	Working Towards	Expected
<p>To investigate places</p>	<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 area • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment • Use aerial images and plan perspectives to recognise landmarks and basic physical features and capital cities of the United Kingdom and its surrounding seas • Name 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 studied • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features • Use 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 technologies • Use a range of resources to identify the key physical and human features of a location • Name 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 time • Name and locate the countries of Europe and identify their main physical and human characteristics
<p>To investigate patterns</p>	<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 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 • Identify 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 areas • Describe geographical similarities and differences between countries • Describe how the locality of the school has changed over time
<p>Geographical content</p>	<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:</p> <p>Symbol, cycle, erode, label, local, survey, route, orient, area, globe, community, environment</p>	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use • Use 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:</p> <p>process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, resource, perspective, survey, route, orient, co-ordinate, community, environment</p>

Art and Design

"We are going to look at the famous Terracotta Army. We will research how they were created and the techniques used. We will sketch our own designs of one of the soldiers to start with, looking at adding tone, texture, line, shape and form and then use our designs to make our own Terracotta army using clay."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>NC3: about great artists, architects and designers in history.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Create sculptures by combining shapes Sculpt from rolled up paper, straws, paper, card and clay materials Use the techniques of rolling, cutting, moulding and carving Draw lines that are different sizes and thickness's Use dots and lines to add texture and show pattern 	<p><u>Drawing</u></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.</p> <p><u>Sculpture</u></p> <p>Create and combine shapes from recognisable forms (e.g. shapes made from nets or solid materials) Make Sculptures from textures to try and convey feelings, expression and or movement Use mouldable materials such as clay for create a sculpture</p>	<p>Sculpture Smooth Soft Hard Rough Shiny Bumpy uneven, Cracked Jagged Sharp Solid Proportion Size Body</p>

Sequence of Learning

<p>Research Research the Terracotta Army</p> <ul style="list-style-type: none"> What is it? When was it built? Why was it built? Who built it? Where is it? 	<p>Practise techniques</p> <ul style="list-style-type: none"> Use different pencil harnesses to practise smudging, hard, light, shadow. 	<p>Sketching the Army</p> <ul style="list-style-type: none"> Sketch one soldier. Get peer/teacher feedback Make improvements/changes Use skills to sketch rows of soldiers. Show line, shape and tone. 	<p>Clay moulding</p> <ul style="list-style-type: none"> Recreate the individual sketch in clay. Create armour and facial features etc. Use a range of tools to create different features. Explore texture and form. 	<p>End of Unit Outcome</p> <ul style="list-style-type: none"> Draw face for headless soldier.
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Art

Assessment

Art	Working Towards	Expected
<p>Sculpture</p>	<p>Create sculptures by combining shapes</p> <p>Sculpt from rolled up paper, straws, paper, card and clay materials</p> <p>Use the techniques of rolling, cutting, moulding and carving</p>	<p>Create and combine shapes from recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Make Sculptures from textures to try and convey feelings, expression and or movement</p> <p>Use mouldable materials such as clay and Modroc for create a sculpture</p>
<p>Drawing</p>	<p>Draw lines that are different sizes and thickness's</p> <p>Be able to colour their own work neatly, following the lines</p> <p>Use dots and lines to add texture and show pattern</p> <p>Use different tones when using coloured pencils</p>	<p>Use different hardness's of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas, showing more awareness of an audience</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture</p>
<p>Art Appreciation</p>	<p>Talk about the work of notable/famous artists</p> <p>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</p> <p>Create original pieces that are influenced by studies of artists studied</p> <p>Select appropriate techniques when creating pieces influenced by artists studied</p>

Design and Technology

" We will research into the ancient Chinese Junk Boats. We will investigate the innovative rudder steering system and talk about how this was vital to the design and function. We will look at what their purpose was/is and design our own version of a Chinese Junk boat. As part of the process we will design a junk boat for the future, based on our knowledge of it's function/purpose."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas/ products against their own design criteria and consider the views of others to improve their work</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and mailing materials to make and strengthen products. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. 	<ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently. Refine work and techniques as work progresses, continually evaluating the product design. Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs 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. 	<p style="text-align: center;">Cut Fold Join Fix Thinner Thicker Wood Edge Surface Weak Strong Cutting Joining Finishing Fixed Shaping</p>

Sequence of Learning

<p>Research the Rudder Steering System</p> <ul style="list-style-type: none"> Research the Chinese Junk boats and the Rubber Steering system used to steer them. Look at the different features of boats. Use research to write an aim, design brief and success criteria. 	<p>Planning and designing</p> <ul style="list-style-type: none"> Based on the research, design their own rudder for a boat. Consider all the elements from the research and ensure they are included in a labelled diagram. Identify the tools and materials needed to make the rudder. 	<p>Create rudder system</p> <ul style="list-style-type: none"> Use a variety of tools and materials to create their own prototype rudder system. Peer evaluate and improve. 	<p>Design a boat</p> <ul style="list-style-type: none"> Design their own Chinese style boat for their rudder system to fit on. 	<p>End of Unit Outcome</p> <ul style="list-style-type: none"> Create a boat for the future with cross sectional diagrams.
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Design Technology

Assessment

DT		Working Towards	Expected
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). <ul style="list-style-type: none"> • 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 • Select appropriate joining techniques.
	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.
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.
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.

Music - Year 3

" We will learn to sing a disco inspired song about friendship, hope and unity. We will learn to listen, appraise and perform using our voices and percussion instruments. We will learn about the style of music, disco, and learn some of the key concepts of disco music by listening and appraising famous disco songs/music."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC2: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC3: Listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC3: Use and understand staff and other musical notations</p> <p>NC4: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC5: Develop an understanding of the history of music.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> How to play the notes CA/G/F and some will have learned to play B How to sing in unison How to listen and appraise new and well known songs How to move in time to music and how to identify the best/rhythm of a piece of music To sing 4 different styles of songs To play an answer and response style piece of music using a glockenspiel 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing 	<p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Disco Unison</p>

Sequence of Learning

<p>Listen and Appraise: Bringing us Together Good Times by Nile Rodgers</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Start to learn the song by breaking it down into sections Play instrumental parts</p> <p>Perform: Sing the whole song with support And play instrumental parts along with support material</p>	<p>Listen and Appraise: Bringing Us Together Ain't Nobody by Chaka Khan</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Improvise</p> <p>Perform: Sing the song and improvise using voices/instruments within the song</p>	<p>Listen and Appraise: Bringing Us Together We are Family by Sister Sledge</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Improvise Compose</p> <p>Perform: Sing the song and perform compositions with the song</p>	<p>Listen and Appraise: Bringing Us Together Ain't no stopping us now</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing song and include some instrumental and/or Vocal improvisation within the song Play your compositions within the song</p> <p>Perform: Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise: Bringing Us Together Car wash by Rose Royce</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Vocal warm-ups. Sing the song Blackbird Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p> <p>Perform: Perform finished version of choice</p>
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Music - Year 4

" We will learn to sing a pop song about civil rights and equality. We will learn to listen, appraise and perform using our voices and percussion instruments. We will learn about the style of music, pop, and learn some of the key concepts of pop music by listening and appraising famous pop songs/music."

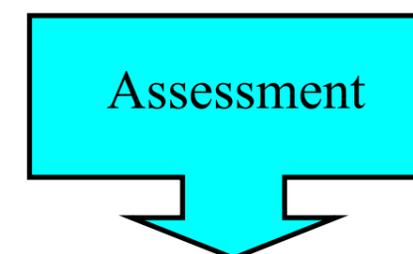
Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC2: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC3: Listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC3: Use and understand staff and other musical notations</p> <p>NC4: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC5: Develop an understanding of the history of music.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> How to play the notes CA/G/F/B and some will have learned to play E How to sing in unison How to listen and appraise new and well known songs How to move in time to music and how to identify the best/rhythm of a piece of music To sing 4 different styles of songs To play an answer and response style piece of music using a glockenspiel 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. 	<p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Pop Unison Sharp Flats</p>

Sequence of Learning

<p>Listen and Appraise: Blackbird by The Beatles Yellow Submarine By The Beatles</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Start to learn the song by breaking it down into sections Play instrumental parts</p> <p>Perform: Sing the whole song with support And play instrumental parts along with support material</p>	<p>Listen and Appraise: Blackbird by The Beatles Hey Jude By The Beatles</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Improvise</p> <p>Perform: Sing the song and improvise using voices/instruments within the song</p>	<p>Listen and Appraise: Blackbird by The Beatles Can't Buy me Love By The Beatles</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Compose</p> <p>Perform: Sing the song and perform compositions with the song</p>	<p>Listen and Appraise: Blackbird by The Beatles Yesterday By The Beatles</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing song and include some instrumental and/or Vocal improvisation within the song Play your compositions within the song</p> <p>Perform: Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise: Blackbird by The Beatles Let it Be By The Beatles</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Vocal warm-ups. Sing the song Blackbird Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p> <p>Perform: Perform finished version of choice</p>
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Music



Music	Working Towards	Expected
Perform	<p>Sing melodies accurately - following a simple melody</p> <p>Know when and how to play a glockenspiel and a range of un-tuned percussion instruments</p> <p>Use their voice and instruments to make long and short sounds</p> <p>Imitate changes in pitch using their voice and a glockenspiel</p>	<p>Sing a range of songs from memory with accurate pitch</p> <p>Keep a simple part within a group when singing and playing either the glockenspiel</p> <p>Use breathing accurately to control the voice when singing a song</p> <p>Play notes accurately on a glockenspiel</p> <p>Start to show awareness of an audience and how to perform with greater control for others</p>
Compose	<p>Use long and short sounds to create a sequence</p> <p>Clap a simple rhythm</p> <p>Create a range of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect for a specified theme</p> <p>Create a short musical pattern</p> <p>Create a short rhythmic phrase</p>	<p>Compose and perform melodic songs as part of a group and solo</p> <p>Create repeated patterns using a glockenspiel and a range of un-tuned instruments</p> <p>Create accompaniments for familiar tunes</p> <p>Choose, order, combine and control sounds to create an effect for a specified theme</p>
Transcribe	<p>Use symbols to represent a composition</p> <p>Perform their own and others musical representations</p>	<p>Devise their own non-standard symbols to indicate when to play and when to 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>
Describing music	<p>Talk about the beat of a tune</p> <p>Recognise and talk about changes in timbre, dynamics and pitch</p>	<p>Talk about the terms: duration, timbre, pitch, beat, tempo, texture and use of silence when describing music</p> <p>Evaluate music to identify areas of likes and dislikes</p> <p>Discuss the effect layers of sound have on the overall mood and feeling of pieces of music from a range of genres</p>
Musical Genres	Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra	RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco

PE

"In the first half term, we will develop the skills and techniques required to play a competitive game of cricket. We will develop our skills as batter, bowler and fielder, all while been a good team player. In the second half term, we will prepare for Sports Day though 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 and compete in a relay".

Curriculum Objective	Prior Knowledge	Skills		Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: I can use running, jumping, throwing and catching in isolation and in combination</p> <p>NC2: I can 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</p> <p>NC6: I can compare my performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Understand the concept of different teams. Begin to use basic skills in succession. E.g. running and then kicking. 	<p>Cricket</p> <ul style="list-style-type: none"> 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). <p>Athletics</p> <ul style="list-style-type: none"> 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. 	<p>Cricket</p> <p>Under arm Over arm Wickets Fielding Batting Teamwork Aim</p> <p>Athletics</p> <p>Running Jumping Throwing Isolation Combination Springing Personal best Relay</p>	
Sequence of Learning				
<p>Over arm and under arm</p> <ul style="list-style-type: none"> Begin with under arm throwing to learn how to throw at a distance and bounce at a target. Move onto overarm, explaining this how bowlers bowl in cricket 	<p>Bowling</p> <ul style="list-style-type: none"> Bowl over arm with a bounce to a batter that is at a set distance away from the bowler. 	<p>Fielding skills</p> <ul style="list-style-type: none"> Practise catching a ball Ensure adequate space in the field Work co-operatively in the team. 	<p>Batting</p> <ul style="list-style-type: none"> Learn the stance for a batter. Develop the correct hold of the bat. Practise hitting the ball from the correct distance between the wickets, 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Play a game of cricket against another team, accurately using all the skill learnt through the unit.
<p>Fundamentals</p> <ul style="list-style-type: none"> Practise running, jumping and throwing skills Practise them in isolation and in a combination. (Bean bags, chalk, hoops, cones etc.) 	<p>Finish Fast</p> <ul style="list-style-type: none"> Improve their running technique for sprinting. Practise the sprint finish. (cones, stopwatches) 	<p>Relay Running</p> <ul style="list-style-type: none"> Set up a small two person relay. Explain the rules and teamwork element Progress to a 4 person relay. 	<p>Standing Triple Jump</p> <ul style="list-style-type: none"> Practise jumping at a distance. Improve on personal best. (tape measure) 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Pentathlon—Refine running, jumping and throwing skills.



PE



PE	Working Towards	Expected
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>
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 style="text-align: center;"><u>Summer 1</u></p> <p>Year 3 - Cricket</p> <p>Year 4 - Cricket</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>Year 3 - Athletics</p> <p>Year 4 - Athletics</p>
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Computing - Year 3

"In computing we will develop skills to create content throughout the curriculum. During this project we will be combining our practical design skills and pairing it with our presentation skills to create an engaging stop-motion animation."

Curriculum Objective	Prior Knowledge	Skills		Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>NC6: 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,</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Combine images, text and voice recordings to retell a story. Combine images and edit text to create posters and invitations. Type words correctly using a keyboard. Create a simple animation with moving characters and voice recordings. 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> Plan a simple animation using a storyboard Take a series of pictures and combine them to form an animation. Add text, graphics and sound effects to improve an animation using editing tools. Create an animation with moving characters/objects keeping the camera steady 		<p>Animation</p> <p>Storyboard</p> <p>Stop-motion</p> <p>Editing</p> <p>Graphics</p> <p>Frames</p>
Sequence of Learning				
<p>Watch the 'car build' animation and discuss how it was created. Plan out their own build animation while using the I Can Animate App.</p>	<p>Using the I Can Animate app, build a Lego car taking two photos at every step and reviewing constantly. Save the final animation into photos.</p>	<p>Use the Word Swag app to great graphics and credits for the animation. Use text editing features before saving these into the photos app.</p>	<p>Using the IMovie app, create a movie showing the title, animation and credits for their build. Share these with the class and discuss which ones were effective and why.</p>	<p>Using the same process as the previous task, create a Lego motion video of a task that the children choose.</p>
<p>Using the I Can Animate app, complete their movement animation. taking two photos at every step and reviewing constantly. Save the final animation into photos.</p>	<p>Use the Word Swag app to great graphics and credits for the animation. Use text editing features before saving these into the photos app.</p>	<p>Using the IMovie app, create a movie showing the title, animation and credits for their build.</p>	<p>Share these with the class and discuss which ones were effective and why.</p>	<p style="text-align: center;">End of Unit outcome Use Lego to create a stop motion animation</p>

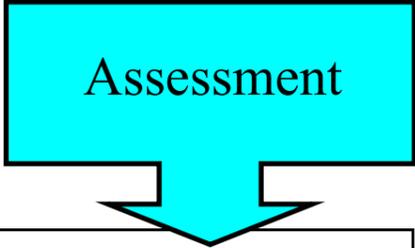
Computing - Year 4

"In computing we will develop skills to create content throughout the curriculum. We will be using our programming skills, paired with our computer design skills to create an engaging game for our end-user".

Curriculum Objective	Prior Knowledge	Skills			Vocabulary	
<p>Pupils should be taught about:</p> <p>NC1: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>NC6: 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,</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Add text, graphics and sound effects to improve an animation using editing tools. Create an animation with moving characters/objects keeping the camera steady 	<p><u>Information Technology</u> Remove the background from images Use photo editing tools to improve images. Create digital books/posters by combining text, images, voice recordings, and videos. Create a video by combining text, images and music.</p> <p><u>Computer Science</u> Design and create a prototype game and make improvements following feedback. Review a game and make improvements by debugging. Create a program using a range of events/inputs to control what happens.</p> <p><u>Digital Literacy</u> Explain why spending too much time using technology can sometimes have a negative impact Describe and explain some of the methods used to encourage people to buy things online.</p>				<p>Images</p> <p>Prototype</p> <p>Debugging</p> <p>Improvements</p> <p>Technology</p> <p>Market research</p> <p>Graphics</p> <p>Health</p> <p>Well-being</p>
Sequence of Learning						
<p>Discuss designing their own game and introduce the topic. Discuss the positives and negatives of online games and use Microsoft Word to record this as a balanced argument.</p>	<p>Using the Adobe Post app, present strategies that children could use to reduce the time spent online using images, text and colour schemes.</p>	<p>Decide who the children would like to make a game for and research the different games that can be made using the Sketch Nation app. Decide which genre each of the games is from.</p>	<p>Create themselves as a character using the LunarPic online editor. Add this picture of themselves to the Book Creator app.</p>	<p>Using Simple Mode of Sketch nation, design a prototype game. Discuss this with partners to see how it could be improved based on the feedback given.</p>		
<p>Start the game design process by creating the backgrounds, characters, platform and power-ups using the template provided online.</p>	<p>Using the advanced version of Sketch Nation, create the game by programming the different elements of the game.</p>	<p>Using Adobe Post, create a persuasive poster that explains why people should play their game. Use persuasive language and speech bubbles to add quotes about their games.</p>	<p>Appraise their games and use a partner to discuss and share what went well and what could be improved on their project.</p>	<p>End of Unit outcome: Create a researched game that has been user tested.</p>		



Computing



Computing	Working Towards	Expected
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 $() + ()$ $() - ()$ $() * ()$ $() / ()$ to perform calculations.
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.
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.
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.



Other Curriculum Elements



Enterprise drivers

Through this topic, we will have the opportunity to develop a **positive attitude and creativity** (ES6/8) through our topic work and the way we present our learning. The Design Technology project will enable use to develop our **risk management and effective communication** (ES1/3). Pupils will be encouraged to **provide motivation** for others as well as **helping direct and supporting their peers** (ES10).

British Values and SMSC

In all lessons we will have the opportunity **to share our thoughts** and understand that **everyone has a voice** within the classroom. Children will **listen to others** as they would want to be listened to. Children will **take responsibility** for their learning with the support and guidance of the teacher. Through **responding** in lessons, pupils have the opportunity to **influence** the lessons and **have their say**.

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?

Jigsaw PSHE

Summer 1— Relationships

Summer 2— Changing Me