



It's Never Dull in Hull



Year 3/4



Immersion



SPARCS

Hull Fair— model making afternoon

Videos/photos of Hull Fair

Experiences

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

Visit Hull Fair one afternoon

Visit Old Town/Bankside graffiti

Visitor to show graffiti

Presentation of Learning

Art exhibition sale in the hall

Resources for the term:

Mini bus to take them to Hull Fair

Junk modelling materials

History

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

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC5: A local study—Hull</p> <p>A study of an aspect of history that is significant in the locality.</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. Recognise that there are reasons why people in the past acted as they did. Sequence 3 or 4 events on a simple timeline. Use dates where appropriate. 	<p>Year 3</p> <ul style="list-style-type: none"> Handle and use Primary and Secondary sources to find out about a period studied Use a range of sources/evidence to build up a picture of the past Sequence events on a time line using dates, for people and events Understand the concept of change over time, representing this, along with evidence, on a time line and use dates and terms to describe events. Use appropriate historical vocabulary when talking about and writing about the past. <p>Year 4</p> <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 sources. 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. Use appropriate historical vocabulary when talking about and writing about the past. 	<p>Duration</p> <p>Considerable</p> <p>Relevant</p> <p>Document</p> <p>Legislate</p> <p>Sources</p> <p>Impact</p> <p>Affect</p> <p>Cause</p>

Sequence of Learning

<p>Seven centuries of fun</p> <ul style="list-style-type: none"> To find out the original reason for the fair. Who started it and why? When did it begin? How did this benefit the community? <p>- Look at a range of sources to find out the information. - Learn about primary and secondary sources and why there are limited primary sources from the beginning of the fair. - Compare secondary sources and identify which have the same information. - Discuss the reliability of sources.</p>	<p>Timeline of Hull Fair</p> <ul style="list-style-type: none"> Create a time line of the main events and changes to the fair. Learn about chronological order Discuss which events are relevant in the timeline and what that means. 	<p>Changes over time</p> <ul style="list-style-type: none"> Explain some of the most significant changes to the fair and how these have developed over time. Give reasons for these changes and the impact on the community and local area. Evaluate the usefulness of the sources used. 	<p>Significant roles in the fair</p> <ul style="list-style-type: none"> Consider the role of the people involved in their fair, What changes did they make to the fair? What role did they have in the community? Use appropriate vocabulary when talking about people from the past. 	<p>End of Unit outcome</p> <p>Should Hull Fair be moved to a larger space outside of Hull to avoid the traffic into Hull?</p> <p>Children will demonstrate:</p> <ul style="list-style-type: none"> How Hull Fair has changed over time and suits the needs of the city The current traffic, parking and roads into and out of Hull. The needs of the community
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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 Understand 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 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 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?
To build an overview of world history	<ul style="list-style-type: none"> Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did 	<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 Use dates where appropriate 	<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 on a variety of maps, where Hull is in England. We will look at the other countries in the United Kingdom. We will describe and understand key physical and human features in our town and local area. Using street maps and digital mapping tools, we will locate our school, our home and iconic Hull landmarks. We will mark these landmarks on our own map using four and six figure grid references, symbols and a key. We will visit the city to observe and measure human and physical features".

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC2: I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.</p> <p>NC5: I can describe and understand key aspects of physical and human geography.</p> <p>NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</p> <p>NC7: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>NC8: I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> • 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 • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting new European country. • 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 • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references 	<p>Year 3</p> <ul style="list-style-type: none"> • With guidance from the teacher, ask and answer geographical questions about the physical and human characteristics of a location being studied. • 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>Location</p> <p>Community</p> <p>Fieldwork</p> <p>Globe</p> <p>Label</p> <p>Locate</p> <p>Transportation Symbol</p> <p>Co-ordinate Feature</p> <p>Compass</p> <p>Environment</p> <p>Distance</p> <p>Scale</p> <p>Grid reference</p> <p>Urban</p>

Sequence of Learning

<p>The UK</p> <ul style="list-style-type: none"> • To describe where the UK is using compass directions (recap KS1) • To name and locate countries of the UK • To use maps, atlases and digital maps. • To identify and locate the capital cities of the UK <p>Secret maps</p> <ul style="list-style-type: none"> • (Print and crumble some pieces of maps). • To be able to identify areas of the local area by spotting human and physical features. • To use online mapping tools to locate the areas on the secret maps. 	<p>Human and Physical features</p> <ul style="list-style-type: none"> • To identify human and physical features on the maps. • Compare with old maps of the same area? How have they changed over time? • To explain if Hull has more human than physical features. • Use aerial images, photographs, maps and own knowledge to prove whether the area is more human or physical 	<p>What's in Hull?</p> <p>Use a compass and 4 figure grid references to locate landmarks on a map.</p> <p>Create maps of the Hull using symbols and keys.</p> <p>Comparative study - East Yorkshire</p> <ul style="list-style-type: none"> • To be able to identify somewhere in the county that is the opposite of Hull. • To find other places that are opposite for other reasons (e.g urban, rural, coast, woodland, main roads, industry, water, transport) 	<p>What journeys do people make in our area?</p> <ul style="list-style-type: none"> • To carry out fieldwork to find out where people travel to and how they travel around the area. • Identify what the council has done to meet these needs of travel. (Car parks, bike lanes, buses, trains) 	<p>End of Unit outcome</p> <p>What should change and what should stay the same in our area?</p> <p>Children can show:</p> <ul style="list-style-type: none"> • To use their knowledge of the human and physical features in our area. • Consider issues that affect the region such as new housing, new roads, leisure and recreation facilities, job creation and loss. • Use maps to locate the changes and annotate why they changes should happen.
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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>	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop 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 Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) <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

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

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, and collect visual material to help them to develop their ideas</p> <p>NC2: To improve their mastery of techniques, such as drawing, painting and sculpture with materials</p> <p>NC3: To learn about the greatest artists, architects and designers in history</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary Add white to colour to make tints and black colours to make tones. Create colour wheels Know primary and secondary colours 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 patterns Use different tones when using colour pencils. Talk about the work of famous artists. 	<p>Year 3</p> <ul style="list-style-type: none"> Use a range of brushes to produce shapes, textures, patterns and lines. Mix colours to create new colours for a purpose. Create mood using a range of colour. Use different hardness's of pencils to show line, tone and texture. Make notes of sketches which should consideration of the audience. Replicate techniques of notable artists. <p>Year 4</p> <ul style="list-style-type: none"> 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. Create mood using a range of colour. 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. Replicate some of the techniques used by notable/famous artists. Create original pieces that are influenced by other artists. 	<p>Vibrant</p> <p>Shade</p> <p>Contrast</p> <p>Tinted</p> <p>Warm</p> <p>Bright</p> <p>Shadow</p> <p>Perspective</p> <p>Design</p> <p>Focus</p> <p>Irregular</p> <p>Intricate</p>

Sequence of Learning

<p>What graffiti?</p> <ul style="list-style-type: none"> Visit Old Town and take photographs of the graffiti as inspiration for their own art work. Decide when it appropriate to take a landscape or portrait photograph. Take close up photos of areas of intricate detail. Consider the techniques used to create them. <p>- Consider the purpose of the artwork.</p> <p>- Why do some choose to remain anonymous?</p> <p>- Find out about the artists of the work in Hull.</p>	<p>My interpretation</p> <ul style="list-style-type: none"> Children to sketch the graffiti from their photographs. Consider the purpose of the pictures and the feeling it gives the audience. Use a variety of mediums to create different effects. Explore the effects different mediums can create when sketching. 	<p>Different materials</p> <ul style="list-style-type: none"> Recreate designs on different materials. Transfer the art skills previously taught to use a range of materials to recreate different images. Evaluate their favourite choices based on the effects it creates. 	<p>Art wall</p> <ul style="list-style-type: none"> Recreate 4 different pieces of art work to create their own art wall. Use a range of materials and mediums based of their evaluations from previous lessons. Collate them together to present at the art gallery. 	<p>End of Unit outcome</p> <p>Create own graffiti piece based on personal interests.</p> <p>Children can show:</p> <ul style="list-style-type: none"> How they can generate their own ideas for a unique piece. Use a range of medium based on their preferences from their previous work.
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Art



Art	Working Towards	Expected
<p>Painting</p>	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels</p> <p>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</p> <p>Mix colours to create new colours for a purpose</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p> <p>Create mood using a range of colour</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>Annotate sketches to explain and elaborate ideas, showing more awareness of an audience</p> <p>Use shading to show light and shadow</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

"As Designers, we will use Hull Fair and its rides as inspiration to design and create our own. The focus will be on the incorporation of cogs and levers to make the rides move. We will carefully study rides and how they work. We will consider how we can replicate these rides using available materials. We will consider how we want our ride to move and using either a cog or lever, plan for a moving part."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>Design NC1: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose NC2: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make NC3: To select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate NC6: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge NC8: To apply their knowledge of how to strengthen, stiffen and reinforce more complex structures. NC9: To understand and use mechanical systems in their products (cogs and levers).</p>	<p>Children will have already learned:</p> <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). • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. • Create products using levers, wheels and winding mechanisms. • 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"> • 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). • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. • Create products using levers, wheels and winding mechanisms. • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created 	<p>Scoring Shaping Adhesives Accuracy Material Stiff Strong Stiffen Strengthen Reinforce Triangulation Stability series circuit Fault Connection switch, Battery Wire Bulb Control</p>

Sequence of Learning

<p>Current rides</p> <ul style="list-style-type: none"> • Research the current rides at Hull Fair and learn about how they work. • Discuss which parts move and how <p>Explore moving parts</p> <ul style="list-style-type: none"> • Look at the equipment needed to make a moving part and explore the equipment. • Make circuits, levers and cog mechanisms • Discuss the type of movement these would give a ride. 	<p>Design their ride</p> <ul style="list-style-type: none"> • Based on their research and exploration of moving parts, children will design their own ride with a moving part. • Sketch the ride from different angles, label is and decide on the materials needed. 	<p>Build</p> <ul style="list-style-type: none"> • Following their design, children will build their ride, • They will ensure they use a range of skills modelled to them e.g scoring, measuring, strengthening etc. • Children will add a cog or lever to make their ride have moving parts. 	<p>Evaluation and testing</p> <ul style="list-style-type: none"> • Using the design brief, success criteria and their plan, children will evaluate the effectiveness of their build and test the moving parts. <p>Improvements</p> <ul style="list-style-type: none"> • Children will have the opportunity to make changes to their ride based on the findings of their evaluation and testing. 	<p>End of Unit outcome</p> <p>Design a fairground ride with a different mechanical function to the one created in lesson.</p> <p>Children can show:</p> <ul style="list-style-type: none"> • Their understanding of different mechanical features. • Consider how the different mechanisms work and the movement they create. • Annotated their design to explain the features and their purpose.
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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.
	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).
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

“As musicians we will learn to play simple melodies on the glockenspiel. We will learn how to read musical notation, what the notes are called and also the tempo/duration of some musical notes. We will play as part of a group ensemble as well as having an opportunity to perform short sections as a solo performer.”

Curriculum Objective	Prior Knowledge	Overview	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p>NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand the basics of staff and other musical notations</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> To listen and appraise music, using some musical vocabulary How to play simple notation, following a leader How to respect musical instruments Sing in unison as part of an ensemble Sing 4 different genres of songs Hear and move in time to a beat How to describe the dynamics of a piece of music How to perform as part of a group How to recognise the pitch of a piece of music 	<p>Year 3</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Pulse/ Rhythm Pitch Improvise/ Compose/ Perform Melody Glockenspiel Audience Dynamics/ tempo/ melody Note/notation Unison/sola/ensemble Improvise/compose/performance

Sequence of Learning

<p>Musical Activities - this piece uses the note E</p> <ul style="list-style-type: none"> Easy E: All play the group 2 part with note names only. Easy E: All play the group 1 part then try part 2 from memory. Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts. Easy E <p>Theory - The Language of Music: Find out how E is written down</p> <p>Repeat the above but with D</p> <p>Perform</p> <ul style="list-style-type: none"> Perform and share what has taken place in today's lesson. 	<p>Musical Activities Playing and Improvising with DeeCee's Blues -</p> <ul style="list-style-type: none"> DeeCee's Blues: Listen to the piece DeeCee's Blues (note-names): listen and play from memory you can DeeCee's Blues : play with notes or note-names DeeCee's Blues Theory - The Language of Music DeeCee's Blues: play from the notation if you can Improvising to DeeCee's Blues DeeCee's Blues and Your Improvisation: improvise using C and D. Copy Back <p>Perform</p> <ul style="list-style-type: none"> Perform/share the learning from this step 	<p>Musical Activities - uses the notes D, E and F</p> <ul style="list-style-type: none"> D-E-F-initely: listen to this piece D-E-F-initely (note-names): now play the piece D-E-F-initely: now play the piece with notes or note-names D-E-F-initely: play with notation <p>Perform</p> <p>Perform/share the learning from this step</p>	<p>Musical Activities - use the notes C, D and E</p> <ul style="list-style-type: none"> Roundabout improvise using C,D and E. Experiment and have fun! March Of The Golden Guards: play and then improvise March Of The Golden Guards: play using note-names March Of The Golden Guards: play using note-names or notes March Of The Golden Guards Theory - The Language of Music Play with notation Use the notes D, E and F Portsmouth: listen and then play using note-names or notes <p>Perform</p> <ul style="list-style-type: none"> Perform/share the learning from this step 	<p>Musical Activities - Making Up Music.</p> <ul style="list-style-type: none"> Create your own compositions using the on-screen resource. Create your composition on Bongo Beach Create your composition at Gluttonberry Festival End of Stage 1 - Practise for a Performance: Decide which pieces you are going to perform and practise them. <p>Perform:</p> <p>Perform finished version of choice</p>
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Music

" As musicians we will learn to sing the song, Mama Mia, by the famous band, ABBA. We will talk about 1970s music and listen to a range of their songs. We will learn about 70's music and how it influenced disco music. We will listen and appraise other 1970's disco/pop music and talk about what we like and dislike about this style of music."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p>NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand the basics of staff and other musical notations</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> To play the notes c/d/e/f on a glockenspiel To play a musical instrument as part of an ensemble and as a solo performer Listen to and appraise music, using some musical vocabulary where necessary To sing songs with accuracy, rhythm and in time to the music To sing 4 songs from different genres, talking about the key features of music 	<p>Year 4</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 talking about music, try to use some musical words. 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. To choose what to perform and create a programme. Present a musical performance designed to capture the audience 	<p>Pulse/ Rhythm/ Pitch</p> <p>Staccato</p> <p>Song/sing / vocals</p> <p>Melody / harmony</p> <p>Electric keyboard/ guitar</p> <p>Audience</p> <p>Dynamics/ tempo/ melody</p> <p>Unison/sola/ensemble</p> <p>Improvise/compose/performance</p>

Sequence of Learning

<p>Listen and Appraise: Mamma Mia by Abba Dancing Queen by Abba</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: Mamma Mia by Abba The Winner Takes It All by Abba</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: Mamma Mia by Abba Waterloo by Abba</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: Mamma Mia by Abba Super Trouper by Abba</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: Mamma Mia by Abba Thank You For The Music by Abba</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 stave</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

"As sport champions, we will learn different ways to move a ball in football. We will practise dribbling, passing and powerful shooting kicks. We will begin to understand about strategy (attacking and defending) and our role in this as a team. We will work cooperatively as a team. We will begin to learn about netball and the positions in the sport. We will develop our skills in passing, catching and shooting before participating in a game."

Curriculum Objective	Prior Knowledge	Skills		Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To use running, jumping, throwing and catching in isolation and in combinations</p> <p>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</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Mastered basic movements including running, and kicking, as well as developing balance, agility and coordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending 	<p>Year 3</p> <ul style="list-style-type: none"> To be able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules of football. To be able to perform basic netball skills such as passing and catching using recognised throws To use space efficiently to build attacking play To implement the basic rules of netball <p>Year 4</p> <ul style="list-style-type: none"> Introduce some defensive skills Dribbling in different directions using different parts of their feet Passing for distance Evaluating skills to aid improvement Introduce high five netball positions Acquire and apply basic shooting techniques Demonstrate and implement some basic rules of high five Develop netball skill such as marking and footwork 		<p>Dribble Throw</p> <p>Move Catch</p> <p>Speed Block</p> <p>Defender Shoot</p> <p>Passing Attack</p> <p>Receiving Centre</p> <p>Dodging Goal</p> <p>Marking</p>
Sequence of Learning				
<p>Universal skills</p> <ul style="list-style-type: none"> Practise common skills needed for invasion games. Learn about the importance of finding a space, foot/eye co-ordination. Play team games like tig etc. 	<p>Dribbling skills and drills</p> <ul style="list-style-type: none"> Use a range of techniques to move the ball. Practise dribbling around obstacles, short kicks to pass to someone and powerful kicks to score. Play small group games to practise these. 	<p>Passing/goal keeping skills and drills</p> <ul style="list-style-type: none"> Pass and receive the ball with increasing accuracy Practise protecting the goal by filling the space. Have a go at passing to others in small groups. All children to have a go at scoring and defending the goal. 	<p>Attacking and defending skills</p> <ul style="list-style-type: none"> To learn ways of getting ball off an attacker fairly. To develop strategies for avoiding a defender. To learn the foot work needed for dodging a defender. 	<p>End of Unit outcome</p> <p style="text-align: center;">GAME TIME!</p> <p style="text-align: center;">Using the skills learnt so far to hold mini games.</p>
<p>Throwing and catching</p> <ul style="list-style-type: none"> Children to practise how to throw the ball on target. Learn about the force needed for a successful pass. Children practise catching the ball and how to position hands. Play a range of games practising these skills. 	<p>Find a space</p> <ul style="list-style-type: none"> Explain the importance of finding a space when wanting to receive the ball from someone. Show the children how the defender will try and block the pass. Play in groups of 4 with two children trying to throw and catch the ball and two children defending. 	<p>Positions</p> <ul style="list-style-type: none"> Learn about the different positions on the court. Learn about the job they have and practise playing in some of the positions. 	<p>Combinations</p> <ul style="list-style-type: none"> Practise combinations of the skills learnt so far. Practise catching the ball and turning to another player for throwing. Get the ball from one end of the court to the other. Practise shooting. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Let's Play - Combine the skills to play a competitive game of netball.



PE



PE	Working towards (End of KS1)	Expected (LSK2)
Football	<p>Master basic movements including running, and kicking, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Introduce some defensive skills</p> <p>Dribbling in different directions using different parts of their feet</p> <p>Passing for distance</p> <p>Evaluating skills to aid improvement</p>
Netball		<p>Introduce high five netball positions</p> <p>Acquire and apply basic shooting techniques</p> <p>Demonstrate and implement some basic rules of high five</p> <p>Develop netball skill such as marking and footwork</p>

<u>Autumn 1</u>	<u>Autumn 2</u>
<p>Year 3 - Football</p> <p>Year 4 - Football</p>	<p>Year 3 - Netball</p> <p>Year 4 - Netball</p>

Computing - Year 3

" As Computer Technologists we will be creating a presentation to showcase a range of skills based on a topic. We will use photo editing software to make our presentation engaging and add movies to demonstrate the topic."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC4 understand computer networks including the internet NC5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC6 select, use and combine a variety of software 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</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Children will already have used many of the apps that are required for this unit They will have had an introduction to copyrighted images in Year 2. The children will have looked at search results to find photos from non-copyrighted sources. They will also have looked at combining software for different purposes in the create a book topic. 	<p><u>Year 3: Born to be an artist</u></p> <p>Information Technology Use a camera accurately to capture interesting perspectives on objects.</p> <p>Select options to change the appearance of digital content and explore tools to edit it.</p> <p>Apply edits to digital content to achieve a particular effect and save them as both images and videos.</p> <p>Create galleries that include images and videos effects.</p> <p>Plan a movie which has a beginning, middle and end.</p>	<p>Slides</p> <p>Copyright</p> <p>Software</p> <p>Storyboard</p> <p>Perspectives</p> <p>Galleries</p> <p>Embed</p>

Sequence of Learning

<p>Start by taking a range of pictures and look at the basic editing that is available on the photos app. Practice cropping and editing the photos.</p> <p>Use the Prisma app to look at different styles and artistic filters to add to the pictures that the children have taken.</p>	<ul style="list-style-type: none"> Using google slides, add images from the previous lesson. Add a title and change/resize this. Include transitions to the next slide and backgrounds for the complete project. Continuing with google slides, add further slides with the remaining pictures and transitions included. 	<ul style="list-style-type: none"> Using the Adobe Post app, design a front cover for their book. Ensure that it has title and appropriate pictures. Once these are finished, add these images to the Google Slides document. Introduce the MegaPhoto app to create new images using the ones they have taken. Model how to create the new images using the software. 	<ul style="list-style-type: none"> Using the Adobe Post app, create the badges that will be included in the Google Slides. Save the finished badges and put these into the document. Use the Imovies app to create a 'Spooky' tour of the museum. Use the storyboard mode to create the plan for the movie. Embed the finished movie into the Google Slides. 	<ul style="list-style-type: none"> Final outcome: <p>Children to present their finished presentation and present them to the class. Children to evaluate the effectiveness of the projects that they have seen and think about what makes an effective presentation.</p>
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Computing - Year 4

" As computer technicians, we will be looking at creating a website designed to show of our love of reading. We will be creating engaging pages for the website user, designed to showcase the books we love, as well as being interactive and informational for the website user. "

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC4 understand computer networks including the internet NC5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC6 select, use and combine a variety of software 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</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> How to collate and collect a range of images. Create videos with multiple stages in the 'I can Animate' topic. Looked at search engines in previous topics and how to use them effectively. The children will have used the interest for a range of research based activities. 	<p><u>Year 4: Reading Power</u> <u>Information Technology</u></p> <ul style="list-style-type: none"> Build a website or web app that includes pages, text, images and videos. Present information on a website page in a clear and organised way. Plan videos content by using scripts. Edit digital content to improve it, according to feedback. Create an interactive quiz and collect results. Organise a movie adding titles, images and effects. Create graphics with texts and images. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Create a quiz and program right and wrong answers. Embed an interactive quiz into a website. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Use search engines effectively and narrow search results down. Explain how the internet can be used to sell and buy things. When searching on the internet for content to use, consider who owns it and whether you have the right to use it and give some simple examples. 	<p>Creation</p> <p>Interactive</p> <p>Content</p> <p>Effects</p> <p>Graphics</p> <p>Search Engines</p> <p>Image</p> <p>Licence</p>

Sequence of Learning

<p>Introduce the app Sites to the children. Explain how to create text, add logos and themes to the website. Design the homepage for their website on reading.</p> <p>Using their favourite book, complete a book review and give the book a star rating. Add a age to their website called 'Books I love'.</p>	<ul style="list-style-type: none"> Using Adobe Post app, create a range of different potential book covers for their favourite book. Add these to the webpage that the children created last time. Using Adobe Spark Video create a video that persuades the reader to choose that child's book. Add pictures and voice recordings to make it engaging. Add this video to the webpage. 	<ul style="list-style-type: none"> Use Google Forms to create a book quiz on their favourite book. Once the quiz has been created, add this to the webpage that they have created so far. Create a non-fiction page for the website. Add the non-fiction books to the page and put in reviews for these non-fiction books. Add the headings, sub-headings and images of the books to these reviews. 	<ul style="list-style-type: none"> Create a reading products page that has items to purchase. Create the products on Adobe Post and add them into the webpage. Finally publish the website. Complete the website checklist to make sure that the everything has been completed. Share the project with the rest of the class and assess the effectiveness. 	<p>Final Outcome:</p> <p>To create a website based on reading. Include reviews, merchandise and interactive quizzes to create an interesting experience for the website user.</p>
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Other Curriculum Elements



Enterprise drivers

Through this topic, we will have to opportunity to **organise and plan** our own Hull Fair ride and **problem solving** by making it move. We will develop our **communicate effectively** in our topic lessons when discussing the history of Hull Fair

British Values and SMSC

Class charter—democracy

Circles—rule of law

Tolerance—link with other culture schools/
religious figures

Mutual respect—family groups

RE

Year 3 - Divali/Christmas

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

Year 4 - Beliefs/Christmas

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

Jigsaw PSHE

Autumn 1—Being me in my world

We will start by discussing what it means to be part of a class and the community. We will discuss our own rights and responsibilities and find out about democracy. We will learn about the rewards and consequences we may face in relation to the rules of BEAMS. As a group, we will discuss together and make decisions, making sure everyone has a voice that can be heard. We will discuss what motivates our behaviour.

Autumn 2—Celebrating Difference

We will celebrate differences by learning about stereotypes about gender and the assumptions we make. We will learn to challenge others on the assumptions they make and understand the influencing factors. We will learn how to solve our own problems and conflicts and when a behaviour becomes 'bullying' and the steps that need to be taken.