Great Alne Primary School – Years 3 and 4

Responsible Respectful Ready

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	**Drawing** Power prints Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing.		**Painting and Mixed Media** Light and Dark Experimenting with composition and applying painting techniques to a personal still life piece.		**Sculpture and 3D** Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.	
	Crafts and Design Ancient Egyptian Scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. **Enrichment:** Create an art gallery for parents and other classes in the school to view.					
Design Technology	**Mechanical Systems** Making a sling slot car Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.	**Textiles** Cross stitch and applique Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.	**Structures** Constructing a castle Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).	**Electrical Systems** Torches Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.	**Cooking and Nutrition** Eating Seasonally Our refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food tart.	**Digital World** Wearable technology A greater focus on evaluation of products, use of the virtual micro:bit and new video content.
	Enrichment: Families/special visitors to come into school to taste their seasonal tart.					

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French	<u>French greetings with puppets</u> Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	<u>French adjectives of colour, size and shape</u> Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	<u>Playground games - numbers and age</u> Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games.	<u>In a French classroom</u> Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	<u>Bon appetit</u> Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.	<u>Shopping for French food</u> Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.
Geography	Locational/Place Knowledge/ Human and Physical Geography/Fieldwork **<u>Who lives in Antarctica?</u>** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		Locational/Place Knowledge/Human and Physical Geography/ Geographical Skills/ Fieldwork **<u>Are all settlements the same?</u>** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.		Geographical Skills Locational/Place Knowledge/ Fieldwork /Human and Physical Geography **<u>What are rivers and how are they used?</u>** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	

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History	Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence **How have children's lives changed?** Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.		Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence **What did the Ancient Egyptians believe?** Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.		Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence **How did the achievements of the Ancient Maya impact their society and beyond?** Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	
	Enrichment: Trip/visitor					
Computing	**Computing Systems/ Online Safety** Networks 1: Networks Introduction to the concept of networks, learning how devices communicate. From identifying components, learn how information is shared and deepen this understanding by exploring examples of real-world networks	**Programming/Online Safety** Programming: Scratch Building on the use of the 'ScratchJr' application in Year 2, progressing to using the more advanced application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program an animation, a story and a game.	**Computing Systems and networks/Online Safety** Networks 2: Emailing Learning how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	**Computer systems and networks/Online Safety** Journey inside a computer Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models.	**Creating media** Video trailers Developing filming and editing video skills through the storyboarding and creation of book trailers.	**Data handling** Comparison cards databases By learning about records, fields and data, the children further explore the concepts of sorting and filtering.
	Online Safety- specific lessons plus continuous provision at the start of every lesson.					

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Music						
	Enrichment: Take part in a Christmas production					
P.E.	Motor Competence/ Healthy Participation Hockey (Y3) Dodgeball (Y4)	Motor Competence/ Healthy Participation Yoga (Y3) Fitness (Y4)	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies Dance (Y3) Gymnastics (Y4)	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies Tennis (Y3) Fundamentals (Y3/4)	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies Swimming (Y3/4) OAA (Y3)	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies Athletics (Y3) Rounders (Y4)
P.S.H.E	**Being Me in My World** Becoming a Class Team (ages 8-9) Being a School Citizen (ages 8-9) Rights, Responsibilities and Democracy(ages 8-9) Rewards and Consequences (ages 7-8) Our Learning Charter (ages 7-8) Owning our Learning Charter (ages 7-8)	**Celebrating Difference** Families (ages 7-8) Family Conflict (ages 7-8) Judging by Appearances (ages 8-9) Understanding Influences (ages 8-9) Special Me(ages 8-9) Celebrating Difference: How We Look (ages 8-9)	**Dreams and Goals** Dreams and Goals (ages 7-8) My dreams and ambitions (ages 7-8) Hopes and Dreams (ages 8-9) Creating new dreams (ages 8-9) Achieving goals (ages 8-9) We did it! (ages 8-9)	**Healthy Me** My friends and Me (ages 8-9) Group Dynamics (ages 8-9) Being Safe (ages 7-8) Safe or Unsafe? (ages 7-8) Healthy Friendships (ages 8-9) Celebrating my inner strength and assertiveness (ages 8-9)	**Relationships** Jealousy (ages 8-9) Love and Loss (ages 8-9) Memories (ages 8-9) Being a Global Citizen 1 (ages 7-8) Being a Global Citizen 2 (ages 7-8) Celebrating my Web of Relationships (ages 7-8)	**Changing Me** Unique Me (ages 8-9) Having a Baby* (ages 8-9) Inside Body Changes (ages 7-8) Girls and Puberty(ages 8-9) Family Stereotypes (ages 7-8) Looking Ahead (ages 7-8)

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R.E.						
	Enrichment: Take part in a Christmas and Easter Service at Church?					
Science	**Energy** Light and shadows Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation and explore how shadows can be used to entertain in the arts, creating shadow puppets to recount how different people work or experiment with light.	**Animals, including humans** Movement and nutrition Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	**Materials** Rocks and soil Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses.	**Animals, including humans** Digestion and food Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains.	**Energy** Electricity and circuits Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains	**Making connections** Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.

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Maths						