
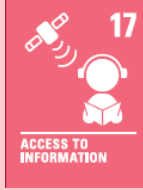










Year 3/4 - Autumn - Cycle A

<p>History - Stone Age to Iron Age</p> <p>Rights Respecting Articles: 12, 13, 17, 27, 28, 30</p> <ul style="list-style-type: none"> To know and understand the significant aspects of history To develop chronological knowledge of the long arc of time, century and millennia, BC/AD To understand historical concepts such as change, significance, similarity and difference. To begin to understand the methods of historical enquiry, including how evidence is used to make historical claims To develop knowledge of historically significant places/ events and begin to consider differing types of significance  	<p>Geography - Is the UK the same everywhere?</p> <p>Rights Respecting Articles: 7, 12, 17, 22, 29, 41</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom. To be able to identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. To be able to understand how some of these aspects have changed over time To be able to use a map or atlas and locate countries, counties, rivers, seas, mountains. 	<p>Computing Online Safety Unit 3.2 Coding</p> <p>Rights Respecting Articles: 8, 13, 17, 19, 29, 36</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  	<p>French Core Vocabulary</p> <p>Rights Respecting Articles: 7, 13, 12, 28, 29, 30</p> <ul style="list-style-type: none"> To be able to listen to and join in with spoken language To know key vocabulary To be able to speak clearly and confidently  
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To explore buildings/artefacts and place them on a timeline. To learn how historians /archaeologists, can find out about the past when there are fewer objects and no writing. To be able to research 2 major Mesolithic sites and answer questions To be able to compare and contrast homes from two different periods in the Stone Age To be able to label and describe an artists impression from the Bronze Age To know why Stonehenge is a special place in Bronze Age Britain. To know the difference between an interpretations of the past and a primary source To be able to write about life in the Iron Age. To be able to collate their knowledge and present it in different ways (A pop up museum and leaflet) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To learn about different countries and cities in the UK. To identify human and physical characteristics of the UK, such as landmarks, rivers etc. To be able to name and locate a variety of rivers and seas in the UK. To be able to name some counties in the UK. To be able to locate areas of high ground in the UK. To be able to discuss ways in which London has changed over time. To be able to describe how the UK has changed over time.  	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To know what makes a safe password. Methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. To design algorithms using flowcharts. To design an algorithm that represents a physical system and code this representation. To use selection in coding with the 'if' command. To understand and use variables in 2Code. To deepen understanding of the different between timers and repeat commands. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To say, read and write colours in French. To say, read and write classroom commands in French. To say, read and write days of the week in French. To say, read and write months of the year in French. To say, read and write numbers 1-10 in French.
<p>Language</p> <p>Prehistory, prehistoric, hunter-gathers, nomadic, ice age, pottery, flint, Mesolithic, burials, Bronze Age, Celts,. mammoth, caves, Stone age, Neolithic Age,</p>	<p>Language</p> <p>Countries, Cities, Counties, Continents, UK, Characteristics, Human features, Landmarks, Rivers, Seas</p>	<p>Language</p> <p>Password, communicate, blog, audience, content, age restriction, algorithm, flowchart, system, command, variable.</p>	<p>Language</p> <p>Colours, commands, days, months and numbers in French</p>





Year 3/4 - Autumn - Cycle A

Art & Design

Rights Respecting Articles: 8, 13, 28, 29, 30, 31

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To improve their mastery of Art and design techniques, including drawing, with a range of materials
- About great artists in history and evaluate and analyse creative work using the language of art, craft and design
- To create sketch books to record their observations and use them to review and revisit ideas

Design Technology Mechanical Systems: Pneumatic Toys Making a Sling Shot Car

Rights Respecting Articles: 13, 17, 28, 29, 30, 31

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- 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
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Apply their understanding of computing to program, monitor and control their products

Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world
- Investigate and analyse a range of existing products

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Music

Rights Respecting Articles: 2, 3, 13, 15, 29, 31

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




Pupils should be taught:

Pupils should be taught:

Pupils should be taught:

Drawing

- To recognise and draw simple geometric shapes found in everyday objects
- To identify objects made from shapes in their environment and draw from observation
- To recognise that in nature objects are usually formed from wavy lines and man-made objects consist of straight lines
- To recognise that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'
- To use guidelines to help set out and construct more complicated images from observation
- To understand that 'tone' refers to the light and dark areas of an object or artwork
- To apply the four rules of shading: shading in ONE direction, creating smooth, neat, even tones, leave NO gaps, ensure edges are straight
- About the work of different artists and discuss similarities/differences in their work: *Carl Giles, Walt Disney*
- To talk about the key features of a piece of art
- To draw cartoon characters, inspired by *Carl Giles* in a minimalist, graphical/cartoon style
- Complete drawings by adding detail, texture and colour

Pneumatic Toys

To understand how pneumatic systems work

- To know that mechanisms are a system of parts that work together to create motion
- To know that pneumatic systems can be used as part of a mechanism and are used in a range of everyday objects
- To know that pneumatic systems force air over a distance to create movement

To design a toy which uses a pneumatic system

- To develop design criteria from a design brief
- To generate suitable ideas using thumbnail sketches and exploded diagrams
- To know that there are three different types of pneumatic systems that could be used to design their toy and they could use recycled household objects to make it
- To know that different types of drawings are used in design to explain ideas clearly

To create a pneumatic system

- To create a pneumatic system to create a desired motion
- To build secure housing for a pneumatic system
- To know that syringes and balloons can be used to create different types of pneumatic systems
- To know how to use these components to make a functional and appealing pneumatic toy

To test and finalise ideas against design criteria

- To remember that materials are selected due to their functional and aesthetic characteristics
- To know how to manipulate materials to create different effects by cutting, creasing, folding, weaving, etc

Making a Sling Shot Car

To build a car chassis

- To understand that car designs have developed over many years
- To know that a chassis is the frame of a car on which everything else is built
- To know that kinetic energy is the energy that something (an object or person) has by being in motion, eg: the energy that a swing has to keep on moving: any object in motion is using kinetic energy

To design a shape that reduces air resistance

- To design a suitable car body to cover my chassis

To make a model based on a chosen design

- To make the body of their car by:
 - Remembering that nets are flat shapes that can be turned into 3D structures
 - Measuring, marking and cutting the panels (nets) against the dimensions of their chassis
 - Including tabs on my net so I can secure it to the panels of my chassis
 - Decorating the panels

To assemble and test my completed product

- To assemble the panels of the body to the chassis correctly
- To remember that smaller shapes create less air resistance and can move faster through the air
- To evaluate the speed of my design based on the understanding that some cars are faster than others as a result of:
 - Body shape
 - Stored energy in the elastic band
 - Accuracy of the angle in the chassis and axle




Song: Mama Mia Style of Main Song: Pop
Unit Theme: ABBA's songs
Listen and Appraise

- To know five songs from memory and the style, who sang them or wrote them.
- To choose one song and be able to talk about:
- Its lyrics: what the song is about
- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Level of challenge	Sing, play and copy back Listen and...	Play and improvise Using your instruments, listen and play your own answer...	Improvise Take it in turns to improvise using ...
Bronze	sing back	using one note: G	one note: C
Silver	copy back using instruments and one note: G	using one or two notes: G and sometimes A	using one or two notes: C and sometimes D
Gold	copy back using one note: G	using two notes: G and A	using two notes: C and D

Singing	Compose
To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow To know why you must warm up your voice	To know and be able to talk about: The names of the instruments used in class A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)

Perform & Share

- To know and be able to talk about:
- How pulse, rhythm and pitch work together and distinguish between these
- Musical leadership: creating musical ideas for others to copy or respond to
- Performing being sharing with an audience, to one person, the class or more people.
- It needs to be planned and sung/played with confidence
- It is about communicating feelings, thoughts and ideas about the song/music
 Song: Three Little Birds Style of Main Song: Reggae

Unit Theme: Reggae and animals: All elements as above

Language

geometric shape, straight, wavy, complex, natural forms, textures, natural, man-made,
 2D shape, 3D form, construct, even tone, smooth, detail grip, shading grip, cartoonist, minimalist, graphical/cartoon style, distinctive features, expression, reaction, detail, texture, colour, angle, line, colour, tone

Language










Exploded-diagram, function, input, lever, linkage, mechanism, motion, net, output, pivot, pneumatic system, thumbnail sketch, aesthetic, air resistance, chassis, graphics, structure, kinetic energy, net

Language

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, solo, pentatonic scale, unison
 Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae



Year 3/4 - Spring - Cycle A

<p>History - First Civilisations- Ancient Egyptians- Why did the Egyptians build pyramids?</p> <p>Rights Respecting Articles: 12, 13, 17, 27, 28, 30</p>	<p>Geography - Why does Italy shake and roar?</p> <p>Rights Respecting Articles: 7, 13, 17, 27, 29, 30</p>	<p>Computing Spreadsheets Unit 3.3 Touch Typing Unit 3.4 Email Unit 3.5</p> <p>Rights Respecting Articles: 3, 16, 17, 19, 24, 32</p>	<p>French Little Red Riding Hood</p> <p>Rights Respecting Articles: 7, 13, 28, 29, 30</p>
<ul style="list-style-type: none"> To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; characteristic features of past non-European societies. To be able to place key events on a timeline To know how to ask and answer questions about the past considering aspects of change, cause, similarity, and difference To know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information. To know that our knowledge of the past is constructed from a range of sources and that different versions of past 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of a region in a European country (area around Naples). To describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. To describe and understand types of human settlement and land use. Gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW. 	<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.  	<ul style="list-style-type: none"> To be able to listen to and join in with spoken language To know key vocabulary: parts of the body To be able to speak clearly and confidently  
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To identify where and when people started to build towns and cities To know why those locations were chosen (link to Geography -physical features) To recap what we already know about the Egyptians and place dates and events on a timeline (include what is happening else where ie Stonehenge build) To sort and group and label artefacts To know why Egyptians built pyramids To investigate mummification and be able to describe how Ancient Egyptians mummified the bodies of important people. To know who Howard Carter was and what he found  	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To locate and describe the position of Italy To create a map of Italy (messy map or sketch) showing some of Italy's main features To look at the differences between the different regions of Italy To understand the effects of Italy's geographical location on a plate boundary To sequence the events of a volcanic eruption To understand the causes events and effects of earthquakes in Italy. Introduce the Richter scale.   	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice typing with the left and right hand. To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To listen and follow the story of Petit Chaperon Rouge. To recognise and name at least five of the picture cards in the story. To match five picture cards to their word card accurately. To name and spell at least three parts of the body.
<p>Language</p> <p>Settlement, city, civilisation, buildings, jobs, Bronze Age, Iron Age, belief, building, technology, Pharaoh, ruler irrigation, farming, artefact, hieroglyphic, Nile</p>	<p>Language</p> <p>Continent, region, population, coastline, bay, peninsula, mountain range, Alps, Apennines, river, Po, Tiber, tectonic - plate boundaries, volcano and earthquake terminology</p>	<p>Language</p> <p>Copy and paste, column, cell, equals, poture, top row, bottom row, home row, space bar, compose, send, attachment, CC.</p>	<p>Language</p> <p>Body parts in French</p>

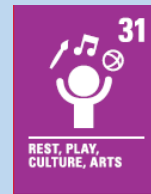


Year 3/4 - Spring - Cycle A

Art & Design

Rights Respecting Articles: 7, 13, 17, 28, 29, 31

- To create sketchbooks to record their observations and use them to review and revisit ideas
- To improve their mastery of Art and design techniques
- About great artists and designers in history
- Learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work



Pupils should be taught:

Drawing

- To develop a range of mark-making techniques
- To experiment with charcoal to create different textures and effects
- To apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern
- To create a geometric pattern using a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern
- To recreate a traditional design style
- To create a willow pattern design using three parts from a story—*Willow Pattern* designed by *Thomas Minton*
- To use undiluted ink to add detail
- To use a water wash to add lighter tones
- To arrange and draw a still-life image from observation
- To sketch an outline still life objects using symmetry lines
- That 'tone' means the lightness or darkness of something
- To use light, medium and dark tones to make a drawing look three-dimensional
- To add highlights to a drawing
- To create a drawing in the style of a famous artist— *Giorgio Morandi*
- To analyse abstract paintings and describe the stories behind them
- That artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about feelings
- To describe the formal elements in a picture
- To create a drawing based on a famous piece of art by *Fiona Rae*

Language

texture, abstract, compare, contrast, mark making techniques, composition, reflection, symmetry, flip pattern, transfer, quadrant, geometric, pattern, quadrilateral, triangle, 2D shape, flower of life pattern, traditional, willow pattern, undiluted, tones (light, medium, dark), hues, rhombi/squares, colour wash, 3D effect, Still life, landscape, portrait, oil pastel, soft pastel

Design Technology

Structure: Constructing a Castle

Rights Respecting Articles: 12, 13, 17, 29, 30, 31

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- 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

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Pupils should be taught:

To identify features of a castle

- To identify different features of castles
- To design their own castle
- To label the features of a castle

To design a castle

- To know the features of a castle
- To add two design points to the Design Specification to appeal to the person/purpose of the castle
- To draw the design of their castle using 2D shapes, labelling:
 - the 3D shapes that will create the features
 - materials I need
 - colours I will use

To construct 3D nets

- To know that a net is what a 3D shape would look like if it were opened out flat
- To construct a range of 3D geometric shapes using a net by:
 - Cutting along the bold lines
 - Folding along the dotted lines
 - Keeping the tabs the correct size
 - Making crisp folded edges
 - Constructing the net using glue to make a geometric shape

To construct and evaluate my final product

- To construct a castle to meet the requirements of their brief by:
 - making neat 3D shapes using nets
 - stacking shapes and recyclable materials to make the structures of the castle
 - creating a castle base to secure the structures to
 - adorning the castle with facades and other decorative features
- To evaluate their work and the work of others



Language

2D shapes, 3D shapes, castle, design criteria, evaluate, façade, feature, flag, net, recyclable, scoring, strong, structure, tab, weak

Music

Rights Respecting Articles: 12, 13, 28, 29, 30, 31

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



Pupils should be taught:

Song: *Stop!* Style of Main Song: *Grime*
Unit Theme: *Grime and other styles of music*
Listen and Appraise

- To know five songs from memory and the style, who sang them or wrote them.
- To choose one song and be able to talk about:
 - Its lyrics: what the song is about
 - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
 - Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Level of challenge	Sing, play and copy back Listen and...	Play and improvise Using your instruments, listen and play your own answer...	Improvise Take it in turns to improvise using ...
Bronze	sing back	using one note: C	one note: C
Silver	copy back using instruments and one note: C	using one or two notes: C and sometimes D	using one or two notes: C and sometimes D
Gold	copy back using two notes: C and	using two notes: C and D	using two notes: C and D

Singing	Compose
To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow To know why you must warm up your voice	To know and be able to talk about: The names of the instruments used in class A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)

Perform & Share

- To know and be able to talk about:
 - How pulse, rhythm and pitch work together and distinguish between these
 - Musical leadership: creating musical ideas for others to copy or respond to
 - Performing being sharing with an audience, to one person, the class or more people.
 - It needs to be planned and sung/played with confidence
 - It is about communicating feelings, thoughts and ideas about the song/music

Song: *Lean on me* Style of Main Song: *Soul/Gospel*

Unit Theme: *PERFORMANCE Soul/Gospel music and helping each other.*

All elements as above using notes F and G

Language

Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, Unison, by ear, notation, improvise, melody, composition, backing vocal, piano, bass, drums, organ, compose, improvise, hook, riff, melody, solo



Year 3/4 - Summer - Cycle A

History - How have the Ancient Greeks shaped my world?

Rights Respecting Articles:

4, 13, 38, 40, 41, 30

- To know the achievements of the Ancient Greeks and their influence on the western world.
Including: Democracy, Language, Art
- To develop a chronologically secure knowledge and understanding of European history
- To know and understand significant aspects of the history of the wider world
- To develop and use their knowledge to think about change, consequence and significance.
- To understand the methods of historical enquiry



Pupils should be taught:

- * to be able to build on their geographical knowledge to locate the key city states in Ancient Greece.
- * To be able to place Ancient Greece on a large scale timeline and discuss the gap between the Ancient Greek and our own country.
- * To be able to use a timeline of the main events in Ancient Greece to devise historical valid questions.
- * To be able to use a range of primary resources to begin to make some suggestions about Ancient Greek life and skills
- * To know what daily life was like in Ancient Athens
- * To develop their knowledge about the way decisions were made in Ancient Athens and how this early democracy is similar/different to the way we make decisions today
- * To know about significant Greek achievements and their impact.
- * To be able to create their own structured accounts, including written narratives
- * To know about conflict and warfare in Ancient Greece: the Peloponnesian War and the Persian Wars.
- * To know about Alexander the great and the spread of Greek ideas and influence
- * To analyse what they have learnt to consider what they think is the most important legacy of the Ancient Greeks and why.

Language

Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade, Persian Empire, conflict, war, hoplite, phalanx, trireme, empire

Geography - Why is the North East so special? (Focus on rivers)

Rights Respecting Articles:

13, 17, 28, 29

- To Look in depth at one region of the UK - The North East of England
- To be able to identify the region and component counties on maps across a variety of scales - moving from global/continental/national down to England
- To identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beaches in the region
- To develop knowledge of the varied human and physical geography of the region.
- To investigate economic activity (what is made in the region)
- To investigate the physical geography of the area with a focus on rivers



Pupils should be taught:

- To read an OS map using 4 fig references and symbols
- To use maps and atlases to locate key physical features of the North east
- To use OS map of the NE and understand the symbols
- To research what is produced in the North east (and exactly where)
- To find the source, course and mouth of the rivers of the NE and add this to a base map of the region, also adding any hills, towns (or other features) they find.
- Understand the main parts of a river
- Fieldwork activity

Language

County, region, hills. River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition. Energy, power, transport, employment, resources.

Computing

Branching Databases Unit 3.6 Simulations Unit 3.7 Graphing Unit 3.8

Rights Respecting Articles:

8, 13, 17, 29, 36

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



Pupils should be taught:

- To sort objects using just 'yes' or 'no' questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.
- To consider what simulations are.
- To explore a simulation.
- To analyse and evaluate a simulation.
- To enter data into a graph and answer questions.
- To solve an investigation and present the results in graphic form.

Language

Data, database, question, simulation, graph, field, data, block graph, line graph.

Year 3 and 4

At the café

Rights Respecting Articles:

7, 14, 27, 28, 29, 30

- To be able to listen to and join in with spoken language
- To know key vocabulary - food and drink
- To be able to speak clearly and confidently



Pupils should be taught:

- To order a French breakfast food
- To order a French breakfast drink.
- To order a complete French Breakfast.
- To order a lunch from a selection of snacks and drinks.
- To be able to ask for the bill.
- To remember to say hello, good-bye, please and thank you.

Language

Food and drink in French, French greetings.



Year 3/4 - Summer - Cycle A

Art & Design

Rights Respecting Articles:

13, 28, 29, 30, 31

- Create sketchbooks to record their observations and use them to review and revisit ideas
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history
- To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught:

Drawing/Painting

- About prehistoric man made art and to reflect this style in their work
- To understand the process of making art in prehistory and to recognise that prehistoric people painted with muted earth colours
- To scale up drawings and sketches in a different medium
- To apply and blend charcoal to create tone and texture
- To identify key 2D shapes in an image
- To create a large scale copy of a small sketchbook study
- To apply and blend charcoal to create form, tone and shape
- To mix paint to create a range of natural colours
- To experiment with techniques to create different textures
- To add fine detail using smaller brushes
- To alter the tint and shade of a colour
- To make a tint by adding white to a colour and make a shade by adding black to a colour
- To use tints and shades of a colour to paint from light to dark
- To compare their work to the work of an artist
- That artists tell stories in their artwork and that art can be about feelings
- To look hard at a picture to see details and describe the formal elements in a picture
- To paint in the style of a famous artist
- To analyse paintings by the artist *Paul Cézanne* and paint in the style of *Paul Cézanne* by mixing colours and using the same brush stroke technique



Language

muted earth tones, geometric, blend, 2D shape, fixative, blend, pigment, base, technique, tint, shade, formal elements: line, shape, tone, texture, pattern, colour expression, posture, perspective, angular strokes, secondary colours

Design Technology Structure: Pavilions

Rights Respecting Articles:

13, 28, 29, 30, 31

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and CAD

Make

- Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics
- Select from and use a wider range of tools and equipment to perform practical tasks

Evaluate

- Investigate and analyse a range of existing products

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Pupils should be taught:

To create a range of different shaped frame structures

- To know what a pavilion is
- To explain the purpose of world expos and pavilions
- To make a variety of different frame structures.

To design a structure

- To know that different materials can create different effects
- To understand how to make a stable structure
- To design a structure that is stable and aesthetically pleasing

To build a frame structure

- To build a free-standing structure
- To select appropriate materials to build a strong structure
- To know how to reinforce corners to strengthen my structure
- To refer to their design sheet to create their pavilion

To add cladding to a frame structure

- To select appropriate materials for their cladding
- To add cladding which reflects their design
- To create different textural effects with their chosen material



Language

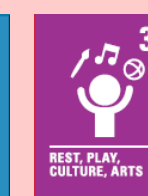
Aesthetic, cladding, design criteria, evaluation, frame structure, function, inspiration, pavilion, reinforce, stable, structure, target audience, target customer, texture, theme

Music

Rights Respecting Articles:

12, 13, 28, 29, 31

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



Pupils should be taught:

Song: Blackbird Style of Main Song: Pop

Unit Theme: Equality and civil rights

Listen and Appraise

- To know five songs from memory and the style, who sang them or wrote them.
- To choose one song and be able to talk about:
- Its lyrics: what the song is about
- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Level of challenge	Sing, play and copy back Listen and...	Play and improvise Using your instruments, listen and play your own answer...	Improvise Take it in turns to improvise using ...
Bronze	sing back	using one note: C	one note: C
Silver	copy back using instruments and one note: C	using one or two notes: C and sometimes D	using one or two notes: C and sometimes D
Gold	copy back using two notes: C and	using two notes: C and D	using two notes: C and D

Singing	Compose
To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow To know why you must warm up your voice	To know and be able to talk about: The names of the instruments used in class A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)

Perform & Share

- To know and be able to talk about:
- How pulse, rhythm and pitch work together and distinguish between these
- Musical leadership: creating musical ideas for others to copy or respond to
- Performing being sharing with an audience, to one person, the class or more people.
- It needs to be planned and sung/played with confidence
- It is about communicating feelings, thoughts

Language

Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo