



# Year 3/4 - Autumn - Cycle A

History	Geography	Art	French Core Vocabulary
<p><u>Prehistoric Britain—Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> <li>To know the length of time that Britain has been settled</li> <li>To understand that knowledge of the past comes from a range of sources—focus is archaeology</li> <li>To know and understand the historical changes that happened when Britain 'warmed up' and compare these to the Stone Age</li> <li>To be able to compare daily life in the Stone Age and Mesolithic era</li> <li>To understand why the Bronze Age is an important part of history</li> <li>To understand the significance of Stone-Henge in Bronze Age Britain</li> <li>To understand why the Iron Age is an important part of history</li> <li>To understand the importance of studying a range of historical artefacts to find out about the past</li> </ul>	<p><u>Is the UK the same everywhere?</u></p> <ul style="list-style-type: none"> <li>To name and locate counties and cities of the United Kingdom.</li> <li>To be able to identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>To be able to understand how some of these aspects have changed over time</li> <li>To be able to use a map or atlas and locate countries, counties, rivers, seas, mountains.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To improve their mastery of Art and design techniques, including drawing, with a range of materials</li> <li>About great artists in history and evaluate and analyse creative work using the language of art, craft and design</li> <li>To create sketch books to record their observations and use them to review and re-visit ideas</li> </ul>	<ul style="list-style-type: none"> <li>To be able to listen to and join in with spoken language</li> <li>To know key vocabulary</li> <li>To be able to speak clearly and confidently</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>To be able to put events, people, places and artefacts on a timeline</li> <li>To understand and use correct terminology to describe events in the past</li> <li>To be able to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>To be able to suggest where we might find answers to questions considering a range of sources</li> <li>To understand that knowledge about the past is constructed from a variety of sources</li> <li>To be able to construct and organise responses by selecting relevant historical data</li> <li>To be able to describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>To learn about different countries and cities in the UK.</li> <li>To identify human and physical characteristics of the UK, such as landmarks, rivers etc.</li> <li>To be able to name and locate a variety of rivers and seas in the UK.</li> <li>To be able to name some counties in the UK.</li> <li>To be able to locate areas of high ground in the UK.</li> <li>To be able to discuss ways in which London has changed over time.</li> <li>To be able to describe how the UK has changed over time.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To recognise and draw simple geometric shapes found in everyday objects</li> <li>To identify objects made from shapes in their environment and draw from observation</li> <li>To recognise that in nature objects are usually formed from wavy lines and man-made objects consist of straight lines</li> <li>To recognise that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'</li> <li>To use guidelines to help set out and construct more complicated images from observation</li> <li>To understand that 'tone' refers to the light and dark areas of an object or artwork</li> <li>To apply the four rules of shading: shading in ONE direction, creating smooth, neat, even tones, leave NO gaps, ensure edges are straight</li> <li>About the work of different artists and discuss similarities/differences in their work: <i>Carl Giles, Walt Disney</i></li> <li>To talk about the key features of a piece of art</li> <li>To draw cartoon characters, inspired by <i>Carl Giles</i> in a minimalist, graphical/cartoon style</li> <li>Complete drawings by adding detail, texture and colour</li> </ul>	<ul style="list-style-type: none"> <li>To say, read and write colours in French.</li> <li>To say, read and write classroom commands in French.</li> <li>To say, read and write days of the week in French.</li> <li>To say, read and write months of the year in French.</li> <li>To say, read and write numbers 1-10 in French.</li> </ul>
<p><u>Language</u> settle, archaeology, Bronze Age, Stone Age, Mesolithic era, Stone-henge, artefacts</p>	<p><u>Language</u> Countries, Cities, Counties, Continents, UK, Characteristics, Human features, Landmarks, Rivers, Seas</p>	<p><u>Language</u> 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</p>	<p><u>Language</u> Colours, commands, days, months and numbers in French</p>



# Year 3/4 - Autumn - Cycle A

RE	Computing Online Safety Unit 3.2 Coding	Music																				
<p>What is the Bible and why is it important?</p> <ul style="list-style-type: none"> <li>To understand and describe ways in which the Bible is important for Christians.</li> <li>To understand how Christians use the Bible at home and at church.</li> <li>To know about the different kinds of writing in the Bible and why each is important.</li> <li>To understand that different genres of writing in the Bible show different aspects of God.</li> <li>To understand the Old and New Testaments of the Bible.</li> <li>To reflect on what makes a book special to different people.</li> </ul> <p>Why do Christians call Jesus the light of the world?</p> <ul style="list-style-type: none"> <li>To understand Christian belief in Jesus as saviour and Son of God</li> <li>To know that the Bible refers to Jesus as the light</li> <li>To understand the symbols and imagery used by artists to depict Jesus as light of the world</li> <li>To understand that the Advent ring is lit each Sunday in church during Advent</li> <li>To understand what each candle represents and what this means for Christians.</li> <li>To reflect on what is happening in the world today and on what positive messages may be needed.</li> <li>To be able to discuss if the Christmas message has significance today.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music</li> </ul>																				
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<ul style="list-style-type: none"> <li>What is the Bible and why is it important?</li> <li>To be able to explain why the Bible is important to Christians</li> <li>To know how Christians use the Bible in worship</li> <li>To be able to explain how the Bible is structured</li> <li>To know some of the different types of stories and writings in the Bible</li> <li>To be able to explain that writings in the Bible show different views of God</li> <li>Why do Christians call Jesus the light of the world?</li> <li>To be able to show some understanding of what Christians mean when they call Jesus light of the world - Christian belief in Jesus as Son of God and saviour</li> <li>To be able to show understanding of how the symbol of light is used in the Christmas story, making links to Christian beliefs</li> <li>To be able to describe how Christians use light at Christmas to express these beliefs - describe and show understanding of the Advent ring</li> <li>To be able to reflect on their own and others' experiences in relation to what they have learnt about the Advent ring</li> <li>To be able to express their views and give sound reason to the question "Does the Christmas story have anything to say to people today?" Show understanding of differing views.</li> </ul>	<ul style="list-style-type: none"> <li>To know what makes a safe password.</li> <li>Methods for keeping passwords safe.</li> <li>To understand how the Internet can be used in effective communication.</li> <li>To understand how a blog can be used to communicate with a wider audience.</li> <li>To consider the truth of the content of websites.</li> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>To design algorithms using flowcharts.</li> <li>To design an algorithm that represents a physical system and code this representation.</li> <li>To use selection in coding with the 'if' command.</li> <li>To understand and use variables in 2Code.</li> <li>To deepen understanding of the different between timers and repeat commands.</li> </ul>	<p>Song: <i>Mama Mia</i> Style of Main Song: <i>Pop</i> Unit Theme: <i>ABBA's songs</i> <i>Listen and Appraise</i></p> <ul style="list-style-type: none"> <li>To know five songs from memory and the style, who sang them or wrote them.</li> <li>To choose one song and be able to talk about:</li> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> <table border="1" data-bbox="1863 1129 2694 1371"> <thead> <tr> <th>Level of challenge</th> <th><u>Sing, play and copy back</u> Listen and...</th> <th><u>Play and improvise</u> Using your instruments, listen and play your own answer...</th> <th><u>Improvise</u> Take it in turns to improvise using ...</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>sing back</td> <td>using one note: G</td> <td>one note: C</td> </tr> <tr> <td>Silver</td> <td>copy back using instruments and one note: G</td> <td>using one or two notes: G and sometimes A</td> <td>using one or two notes: C and sometimes D</td> </tr> <tr> <td>Gold</td> <td>copy back using one note: G</td> <td>using two notes: G and A</td> <td>using two notes: C and D</td> </tr> </tbody> </table> <table border="1" data-bbox="1863 1371 2694 1549"> <thead> <tr> <th><u>Singing</u></th> <th><u>Compose</u></th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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.)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Perform &amp; Share</b></li> <li>To know and be able to talk about:</li> <li>How pulse, rhythm and pitch work together and distinguish between these</li> <li>Musical leadership: creating musical ideas for others to copy or respond to</li> <li>Performing being sharing with an audience, to one person, the class or more people.</li> <li>It needs to be planned and sung/played with confidence</li> <li>It is about communicating feelings, thoughts and ideas about the song/music Song: <i>Three Little Birds</i> Style of Main Song: <i>Reggae</i></li> </ul> <p>Unit Theme: <i>Reggae and animals: All elements as above</i></p>	Level of challenge	<u>Sing, play and copy back</u> Listen and...	<u>Play and improvise</u> Using your instruments, listen and play your own answer...	<u>Improvise</u> 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	<u>Singing</u>	<u>Compose</u>	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.)
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<p style="text-align: center;"><b>Language</b></p> <p>Old, new, testament, teachings, stories, writings, scriptures, private, communal, worship, significant, significance Advent, Saviour, Nativity</p>	<p style="text-align: center;"><b>Language</b></p> <p>Password, communicate, blog, audience, content, age restriction, algorithm, flowchart, system, command, variable.</p>	<p style="text-align: center;"><b>Language</b></p> <p>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</p>																				



# Year 3/4 - Spring - Cycle A

History	Geography	Art	French
<p><b>Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>To understand the meaning of the term civilisation and to research different ancient civilisations including Ancient Egypt</li> <li>To be able to plot the growth of Egyptian civilisation on a timeline</li> <li>To understand the importance of studying a range of historical artefacts to find out about the past and compare these artefacts to those of Prehistoric Britain</li> <li>To know why the Egyptians built pyramids</li> <li>To understand the significance of pyramids to Egyptian people and the process of mummification</li> <li>To know that Howard Carter is an important historical figure in Ancient Egyptian history</li> <li>To be able to use a range of sources to produce a historical study of Tutankhamun</li> </ul>	<p><b>Why does Italy shake and roar?</b></p> <ul style="list-style-type: none"> <li>To know where Italy is on the map.</li> <li>To be able to describe Italy's physical and human features.</li> <li>To be able to look at how Italy is similar and different to the UK.- focusing on climate, work, food etc.</li> <li>To know which countries surround Italy.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of Art and design techniques</li> <li>About great artists and designers in history</li> <li>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</li> </ul>	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>To be able to listen to and join in with spoken language</li> <li>To know key vocabulary: parts of the body</li> <li>To be able to speak clearly and confidently</li> </ul>
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To understand the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> <li>To be able to put events, people, places and artefacts on a timeline</li> <li>To understand and use correct terminology to describe events in the Past</li> <li>To develop use of appropriate subject terminology</li> <li>To understand that knowledge about the past is constructed from a variety of sources</li> <li>To be able to construct and organise responses by selecting relevant historical data</li> <li>To be able to describe and begin to make links between main events, situations and changes within and across different periods and societies</li> <li>To know and begin to describe historically significant people and events in situations</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To be able to locate Italy on a map and discuss which countries are around it.</li> <li>To be able to identify physical and human features of Italy and discuss what surrounds Italy,</li> <li>To be able to identify how Italy is not the same throughout- focusing on climate, land use, landmarks.</li> <li>To be able to discover why Italy shakes and roars- focusing on volcanoes.</li> <li>Discover what happens whilst and after a volcanic eruption- focusing on causes, event and impact.</li> <li>To be able to discuss how Italy and the UK are similar and different.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop a range of mark-making techniques</li> <li>To experiment with charcoal to create different textures and effects</li> <li>To apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern</li> <li>To create a geometric pattern using a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern</li> <li>To recreate a traditional design style</li> <li>To create a willow pattern design using three parts from a story—<i>Willow Pattern</i> designed by <b>Thomas Minton</b></li> <li>To use undiluted ink to add detail</li> <li>To use a water wash to add lighter tones</li> <li>To arrange and draw a still-life image from observation</li> <li>To sketch an outline still life objects using symmetry lines</li> <li>That 'tone' means the lightness or darkness of something</li> <li>To use light, medium and dark tones to make a drawing look three-dimensional</li> <li>To add highlights to a drawing</li> <li>To create a drawing in the style of a famous artist— <b>Giorgio Morandi</b></li> <li>To analyse abstract paintings and describe the stories behind them</li> <li>That artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about feelings</li> <li>To describe the formal elements in a picture</li> <li>To create a drawing based on a famous piece of art by <b>Fiona Rae</b></li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To listen and follow the story of Petit Chaperon Rouge.</li> <li>To recognise and name at least five of the picture cards in the story.</li> <li>To match five picture cards to their word card accurately.</li> <li>To name and spell at least three parts of the body.</li> </ul>
<p style="text-align: center;"><b>Language</b></p> <p>Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p>	<p style="text-align: center;"><b>Language</b></p> <p>Italy, Map, Countries, Seas, Physical and Human Features, Climate, Landmarks, Land use, Volcanoes, Eruption, Cause, Impact, Similar, Difference.</p>	<p style="text-align: center;"><b>Language</b></p> <p>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</p>	<p style="text-align: center;"><b>Language</b></p> <p>Body parts in French</p>



# Year 3/4 - Spring - Cycle A

RE	Computing Spreadsheets Unit 3.3 Touch Typing Unit 3.4 Email Unit 3.5	Music																				
<p>What can we learn about Christianity by studying the Northern Saints?</p> <ul style="list-style-type: none"> <li>To know the Northern Saints—St. Oswald, St. Aidan, St. Hild and St. Bede</li> <li>To understand the lives of the Northern Saints by studying the Saint's life, the Saint's faith—a story/miracle that illustrates their commitment to Christianity</li> <li>The Saint's legacy—how and why are the Saints remembered</li> <li>To understand why each Saint is inspirational and explain how what they did is important to Christians in the past and today</li> </ul> <p>Why is Lent an important period for Christians?</p> <ul style="list-style-type: none"> <li>To know when the period of Lent is (40 days)</li> <li>To understand some ways in which differing Christians keep Lent eg crosses covered in churches, the colour purple, burning of palm crosses and ashes on foreheads, greater period of meditation and prayer, Lent groups, fasting (giving up something)</li> <li>To know that Jesus went into the desert to think, fast and pray for 40 days after his baptism</li> <li>To understand that Jesus was tempted by the devil and resisted</li> <li>To know that Christians remember this during the period of Lent.</li> <li>To be able to consider the kind of temptations people face today</li> <li>To reflect on how they are tempted and what they do (feelings, experiences and values).</li> <li>To reflect on and evaluate their learning throughout this unit</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music</li> </ul>																				
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<p>What can we learn about Christianity by studying the Northern Saints?</p> <ul style="list-style-type: none"> <li>To be able to recount stories about the northern saints</li> <li>To be able to describe how their faith affected their lives</li> <li>To be able to reflect on their significance then and now</li> </ul> <p>Why is Lent an important period for Christians?</p> <ul style="list-style-type: none"> <li>To be able to describe some ways Christians keep Lent today</li> <li>To know what happened when Jesus was tempted in the desert</li> <li>To be able to make links between Jesus' period in the desert and Lent today</li> <li>To reflect on their own feelings, experiences and values about being tempted.</li> </ul>	<ul style="list-style-type: none"> <li>To use the symbols more than, less than and equal to, to compare values.</li> <li>To use 2Calculate to collect data and produce a variety of graphs.</li> <li>To use the advanced mode of 2Calculate to learn about cell references.</li> <li>To understand the correct way to sit at the keyboard.</li> <li>To learn how to use the home, top and bottom row keys.</li> <li>To practice typing with the left and right hand.</li> <li>To think about different methods of communication.</li> <li>To open and respond to an email using an address book.</li> <li>To learn how to use email safely.</li> <li>To add an attachment to an email.</li> <li>To explore a simulated email scenario.</li> </ul>	<p>Song: <i>Stop!</i> Style of Main Song: <i>Grime</i> Unit Theme: <i>Grime and other styles of music</i> Listen and Appraise</p> <ul style="list-style-type: none"> <li>To know five songs from memory and the style, who sang them or wrote them.</li> <li>To choose one song and be able to talk about:</li> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> <table border="1" data-bbox="2033 1171 2849 1396"> <thead> <tr> <th>Level of challenge</th> <th>Sing, play and copy back Listen and...</th> <th>Play and improvise Using your instruments, listen and play your own answer...</th> <th>Improvise Take it in turns to improvise using ...</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>sing back</td> <td>using one note: C</td> <td>one note: C</td> </tr> <tr> <td>Silver</td> <td>copy back using instruments and one note: C</td> <td>using one or two notes: C and sometimes D</td> <td>using one or two notes: C and sometimes D</td> </tr> <tr> <td>Gold</td> <td>copy back using two notes: C and</td> <td>using two notes: C and D</td> <td>using two notes: C and D</td> </tr> </tbody> </table> <table border="1" data-bbox="2033 1417 2849 1575"> <thead> <tr> <th>Singing</th> <th>Compose</th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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.)</td> </tr> </tbody> </table> <p>Perform &amp; Share</p> <ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>How pulse, rhythm and pitch work together and distinguish between these</li> <li>Musical leadership: creating musical ideas for others to copy or respond to</li> <li>Performing being sharing with an audience, to one person, the class or more people.</li> <li>It needs to be planned and sung/played with confidence</li> <li>It is about communicating feelings, thoughts and ideas about the song/music</li> </ul> <p>Song: <i>Lean on me</i> Style of Main Song: <i>Soul/Gospel</i> Unit Theme: <i>PERFORMANCE Soul/Gospel music and helping each other.</i> All elements as above using notes F and G</p>	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.)
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<p style="text-align: center;"><u>Language</u></p> <p>life, legacy, belief, monk, monastery, abbess, synob, values, faith, Lent, temptation, palm crosses, ash,</p>	<p style="text-align: center;"><u>Language</u></p> <p>Copy and paste, column, cell, equals, poture, top row, bottom row, home row, space bar, compose, send, attachment, CC.</p>	<p style="text-align: center;"><u>Language</u></p> <p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, 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</p>																				



# Year 3/4 - Summer - Cycle A

History	Geography	Art	Year 3 and 4 At the cafe
<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>To be able to locate the key city states of Ancient Greece and consider the similarities and differences between maps of the area today and maps of the area in the Ancient Greek period.</li> <li>To be able to compare a range of ancient civilisations and understand that Ancient Greece was the most dominant in the Mediterranean.</li> <li>To know about the skills and life of Ancient Greeks by studying a range of primary sources</li> <li>To understand the life of Ancient Athens and compare and contrast the lives of men, women and slaves in the Ancient Greek city states.</li> <li>To understand the democracy of Ancient Athens and compare and contrast to modern democracy</li> <li>To be able to carry out a historical study about ...</li> <li>To know about warfare in Ancient Greece (Athens and Sparta) including causes, events and how this impacted on the wider world.</li> <li>To know about the life and achievements of Alexander and write a factual account of his life and findings.</li> <li>To be able to reflect on the impact of Greek inventions, skills and achievements over a long period of time.</li> </ul>	<p><b>Rivers (fieldwork)</b></p> <ul style="list-style-type: none"> <li>Develops more of an understanding of features and processes of a river.</li> <li>Begin to develop their knowledge of the physical processes that shape the river.</li> <li>It will focus on key features and processes of the river and then moves to a case study approach.</li> <li>This second part of the unit is based around a field-work enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> <li>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</li> <li>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</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history</li> <li>To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>To be able to listen to and join in with spoken language</li> <li>To know key vocabulary - food and drink</li> <li>To be able to speak clearly and confidently</li> </ul>
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To be able to put events, people, places and artefacts on a timeline</li> <li>To understand and use correct terminology to describe events in the past and develop the use of appropriate subject terminology</li> <li>To be able to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>To be able to suggest where we might find answers to questions considering a range of sources</li> <li>To understand that knowledge about the past is constructed from a variety of sources</li> <li>To be able to construct and organise responses by selecting relevant historical data</li> <li>To be able to describe and begin to make links between main events, situations and changes within and across different periods and societies</li> <li>To know and begin to describe historically significant people and events in situations</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To be able to identify and describe different features of a river.</li> <li>To be able to identify a river mouth and the river source.</li> <li>To be able to identify the physical processes which shape a river.</li> <li>Field work- Visit a river close by: Why do people visit rivers? What happens here?</li> <li>To be able to describe what we found out at the river.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Drawing/Painting</b></p> <ul style="list-style-type: none"> <li>About prehistoric man made art and to reflect this style in their work</li> <li>To understand the process of making art in prehistory and to recognise that prehistoric people painted with muted earth colours</li> <li>To scale up drawings and sketches in a different medium</li> <li>To apply and blend charcoal to create tone and texture</li> <li>To identify key 2D shapes in an image</li> <li>To create a large scale copy of a small sketchbook study</li> <li>To apply and blend charcoal to create form, tone and shape</li> <li>To mix paint to create a range of natural colours</li> <li>To experiment with techniques to create different textures</li> <li>To add fine detail using smaller brushes</li> <li>To alter the tint and shade of a colour</li> <li>To make a tint by adding white to a colour and make a shade by adding black to a colour</li> <li>To use tints and shades of a colour to paint from light to dark</li> <li>To compare their work to the work of an artist</li> <li>That artists tell stories in their artwork and that art can be about feelings</li> <li>To look hard at a picture to see details and describe the formal elements in a picture</li> <li>To paint in the style of a famous artist</li> <li>To analyse paintings by the artist <b>Paul Cézanne</b> and paint in the style of <b>Paul Cézanne</b> by mixing colours and using the same brush stroke technique</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To order a French breakfast food</li> <li>To order a French breakfast drink.</li> <li>To order a complete French Breakfast.</li> <li>To order a lunch from a selection of snacks and drinks.</li> <li>To be able to ask for the bill.</li> <li>To remember to say hello, goodbye, please and thank you.</li> </ul>
<p><b>Language</b> Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p>	<p><b>Language</b> Rivers, Source, Flood plain, Waterfall, Bank, Mouth, Meander, Main Channel</p>	<p><b>Language</b> 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</p>	<p><b>Language</b> Food and drink in French, French greetings.</p>



# Year 3/4 - Summer - Cycle A

RE	<b>Computing</b> Branching Databases Unit 3.6 Simulations Unit 3.7 Graphing Unit 3.8	<b>Music</b>																				
<b>Sikhism</b> <ul style="list-style-type: none"> <li>To know where Sikhism was founded and by whom</li> <li>To understand the main beliefs in Sikhism</li> <li>To understand what makes the Gurdwara a special place for Sikhs.</li> <li>To know and describe some special Sikh festivals</li> <li>To know the name of the Sikh holy book is and how it is used.</li> <li>To know and explain the meanings of Sikh symbols</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music</li> </ul>																				
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<b>Sikhism</b> <ul style="list-style-type: none"> <li>To be able to describe who founded Sikhism and where.</li> <li>To be able to describe the main beliefs in Sikhism</li> <li>To be able to describe what makes the Gurdwara a special place for Sikhs.</li> <li>I can name and describe some special Sikh festivals.</li> <li>To be able to describe what the Sikh holy book is and how it is used</li> <li>To be able to name and describe the meanings of Sikh symbols.</li> </ul>	<ul style="list-style-type: none"> <li>To sort objects using just 'yes' or 'no' questions.</li> <li>To complete a branching database using 2Question.</li> <li>To create a branching database of the children's choice.</li> <li>To consider what simulations are.</li> <li>To explore a simulation.</li> <li>To analyse and evaluate a simulation.</li> <li>To enter data into a graph and answer questions.</li> <li>To solve an investigation and present the results in graphic form.</li> </ul>	<p>Song: Blackbird Style of Main Song: Pop Unit Theme: Equality and civil rights</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>To know five songs from memory and the style, who sang them or wrote them.</li> <li>To choose one song and be able to talk about:           <ul style="list-style-type: none"> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> </li> </ul> <table border="1" data-bbox="1875 1102 2766 1344"> <thead> <tr> <th>Level of challenge</th> <th>Sing, play and copy back Listen and...</th> <th>Play and improvise Using your instruments, listen and play your own answer...</th> <th>Improvise Take it in turns to improvise using ...</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>sing back</td> <td>using one note: C</td> <td>one note: C</td> </tr> <tr> <td>Silver</td> <td>copy back using instruments and one note: C</td> <td>using one or two notes: C and sometimes D</td> <td>using one or two notes: C and sometimes D</td> </tr> <tr> <td>Gold</td> <td>copy back using two notes: C and</td> <td>using two notes: C and D</td> <td>using two notes: C and D</td> </tr> </tbody> </table> <table border="1" data-bbox="1875 1354 2766 1533"> <thead> <tr> <th>Singing</th> <th>Compose</th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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.)</td> </tr> </tbody> </table> <p><b>Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>To know and be able to talk about:           <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together and distinguish between these</li> <li>Musical leadership: creating musical ideas for others to copy or respond to</li> <li>Performing being sharing with an audience, to one person, the class or more people.</li> <li>It needs to be planned and sung/played with confidence</li> <li>It is about communicating feelings, thoughts</li> </ul> </li> </ul>	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.)
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<p align="center"><b>Language</b></p> <p>Sikhism, Sikh, Guru, Spiritual teacher, Guru Nanak, gurdwara, worship, Guru Granth Sahib—Sikh holy text, sargun, nirgun ,Nam Japna , Kirt Karna , Vand, Chhakna , shabads</p>	<p align="center"><b>Language</b></p> <p>Data, database, question, simulation, graph, field, data, block graph, line graph.</p>	<p align="center"><b>Language</b></p> <p>Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>																				