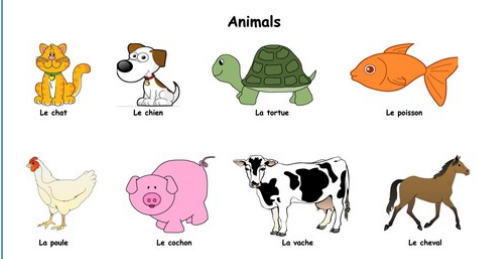


Class 3	Year A - Autumn		Year A - Spring		Year A - Summer		Year B - Autumn		Year B - Spring		Year B - Summer		
Topic	Stone Age to Iron Age		Disaster Zones		World Cuisine		Anglo-Saxons to Vikings		Exploring Our Planet		Clothing Capers		
School Trips	Sutton Hoo		Colchester Castle/		Museum of London/Wagamama		West Stow/Cinema		Gallery Trip				
History	Stone Age to Iron Age Late Neolithic hunter gathers and early farmers– Skara Brae Bronze Age religion, technology and travel Iron-age hill forts		The ‘Romanisation’ of Britain, The Roman Empire by 42AD, Pompeii and it’s people inc how we know about them. Local Area Study– Roman Colchester including the Boudicca rebellion		The history of London– Stone-Age to 1066		Anglo-Saxon invasions, settlements and kingdoms– place names and village life. Viking raids and invasion. Anglo-Saxon laws and justice Edward the Confessor and his death 1066		Famous Explorers- (Emelia Earhart, Captain Cook, Christopher Columbus, Everest, Victorian explorers Livingstone) Lands and trade routes– why did we explore? How did we explore?		British Clothing 1066 to the present day. (history of clothing, weaving, dying, embroidery, block printing, textile industry, clothing WW2)		
Geography	Using ordinance survey maps UK– inc topographical features and change over time		Earthquakes and Volcanoes Locational knowledge– longitude, latitude, hemispheres		Use maps, atlases, globes, digi-maps, to locate countries and describe features Locational knowledge– Use and create– maps- Europe and beyond– physical and human features, major cities (focus on London and two others)		Using ordinance survey maps UK– Land use patterns and change over time Skill Building– Hamilton Trust		Biomes and vegetation belts Rainforests		Natural resources– where do clothes come from Recycling clothing Clothes around the world– traditional costumes, creating maps, researching place		
Science	THIS PLANET ROCKS Year 3 <i>Rocks</i>	SHINING THE LIGHT Year 3 <i>Light</i>	A WORLD OF LIVING THINGS Year 4 <i>Living things and their habitats</i>	A FEAST OF FLOWERS, FRUITS AND SEEDS Year 3 <i>Plants</i> : focus on life cycles	WHAT’S THE MATTER? Year 4 <i>States of matter</i>	SOUNDS SPECTACULAR Year 4 <i>Sound</i>	MAGNETIC FUN AND GAMES Year 3 <i>Forces and Magnets</i>	FIT FOR SUCCESS Year 3 <i>Animals including humans</i> : focus on food, nutrition, skeleton	HABITAT HELPERS Year 4 <i>Animals including humans</i>	GREATLY GREEN GROWERS Year 3 <i>Plants</i> : focus on plants and their needs and how they work	THE CIRCLE OF LIFE Year 4 <i>States of matter</i>	ELECTRIC PERSONALITIES Year 4 <i>Electricity</i>	
Art	Drawing and Painting Cave Art		Printing The Art of Hokusai		Sculpture The Art of Berglund/Nishinake		Drawing and Painting Illuminated letters		Collage The Art of Jesse Treece		Textile The Art of Sarkasi Said Dying /Batik		
DT	Structures Shelters		Electrical Systems Burglar Alarms		Food Seasonal Sandwich Solutions		Textiles Saxon Coin Purse		Mechanical Systems Moving Monsters of the Deep		Food Summer Picnic		
Computing	Teach Computing	Computing Systems and Networks Connecting Computers (3)	Creating Media Animation (3)	Creating Media Desktop Publishing (3)	Data and Information Branching Databases (3)	Programming Sequence in Music (3)	Programming Events and Actions(3)	Computing Systems and Networks The Internet (4)	Creating Media Audio Editing (4)	Creating Media Photo Editing (4)	Data and Information Data Logging (4)	Programming Repetition in Shapes (4)	Programming Repetition in Games (4)
Music	Recorders <i>Music Specialist Teacher</i>		Lean on Me	Class Production	<i>The Dragon Song</i>	Rewind, Reflect and Replay (3)	Recorders <i>Music Specialist Teacher</i>		Mama Mia	Class Production	Blackbird	Rewind, Reflect and Replay (4)	
PE	Swim Gym (Yr3, Unit 1)	Rugby Dance (Yr3, Unit 1)	Gym (Yr3, Unit 2) Invasion Games (Yr3, Unit 1)	Dance (Yr3, Unit 2) Net Games (Yr3, Unit 1)	Gym (Yr3, Unit 3) OOA (Yr3)	Dance (Yr3, Unit 3) Athletics (Yr3/4)	Swim Gym (Yr4, Unit 1)	Rugby Dance (Yr4, Unit 1)	Gym (Yr4, Unit 2) OAA (Yr4)	Dance (Yr4, Unit 2) Net Games (Yr4, Unit 1)	Gym (Yr4, Unit 3) Striking Fielding (Yr4, Unit 1)	Dance (Yr4, Unit 3) Athletics (Yr3/4)	
French	Core Unit 1	Animals	Core Unit 2	Home	School	Food	Playtime	Sport	Town	Core Unit 3	Describing People	The Body	

History Key knowledge and Skills			Geography Key knowledge and Skills		
- Stone Age to Iron Age https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/stone-age-iron-age-britain/ (Block A: Introduction; Block C: from Hunter-gather to farmer, Block D: technology and tools, Block E: Stonehenge, Block F: Iron-age life, Block G: Hill forts) Can the give a plausible explanation about what an object was used for in the past? HI Can they describe differences and similarities between people, events and artefacts studied? KU			- Learn to use ordinance survey maps: four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom - Create maps to show understanding of how this has changed over time		
What came before? In KS1 pupils studied local history and consolidated their understanding of the ‘past’ as a concept. They also looked at significance–significant individuals and significant events. Pupils who have completed Year B will have already explored Anglo-Saxons, Vikings and Clothing through time.	What comes after? Pupils will look at local history outside of Harwich– exploring Roman Colchester and in particular Colchester Castle.	Key vocabulary Stone-age, iron-age, Neolithic, hunter gatherer, farmers, Skara Brae, religion, technology, hill fort, accurate, aspect, advanced, availability, developments, dictated, historical argument, impact, inventions, items picture of thepast, point of view poor, recent history, religious differences shape ourlives, time difference, version, way of life, wealthy	What came before? (Class 2, Spring A) Change within living memory: Exploring maps– change over time, Using aerial photos, Devising own maps	What comes after? (Class 3, Autumn B) Anglo-Saxon-Vikings: Using ordinance survey maps; Field-work local study; UK– Land use patterns and change over time	Key vocabulary Ordnance survey map, key, co-ordinates, grid reference, topography, hills, mountains, coasts, rivers, map, atlas, globe, photograph, key, symbol, digital mapping, sketch map, plan graph, six figure grid reference
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Drawing and Painting: Cave Art https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/stone-age-iron-age-britain/ (Block B– Ice Age Art) - Learn about the great artists, in this case the anonymous artists of the Ice Age - Develop techniques, including control and use of materials. Investigate creating paints using natural materials - Improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. [for example, charcoal, paint, clay] - Evaluate and analyse creative works using the language of art.			Structures ‘shelters’ and Stonehenge - Linked to caves—what does a shelter need? Problem solving creating a structure (den-building) in groups - Pupils investigate ways of making structures more stable. - Pupils evaluate their structure given their design criteria– a criteria with at categories in addition to stability eg waterproof, camouflaged https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/stone-age-iron-age-britain/development-stonehenge-and-its-religious-importance/ - Make by selecting from a range of materials, according to their functional properties and aesthetic qualities (a model of Stonehenge)		
What came before? In KS1 pupils explored Drawing, painting, Collage (Year A) and Sculpture, Printing and Collage (Year B). Local artists were studied and pupils emulated and analysed art.	What comes after? Pupils will look at the art of Hokusai and link this to developing their printing techniques.	Key vocabulary Ice age, technique, materials, drawing, analyse, cave painting, differences, similarities, foreground, background, pencil grades, refine and alter, smudge, blend, collage, sketch, colour mix, shade, tint, hue, Talk about own work in in-depth and considered way.	What came before? In KS1 pupils explored the structure of a windmill (Class 2 Year A) and shelters (Class 2 Year B) linked to the topic on Famous Nurses– in this unit pupils looked at making a structure stronger.	What comes after? Pupils will be able to use their increasing awareness of design criteria and evaluation in the next unit of Electrical Systems eg burglar alarms. Shelters are explored again in UPKS2.	Key vocabulary Shelter, structure, materials, den-building, cave, criteria, warm, camouflaged, waterproof, room for 4, Stonehenge, iron age, materials, functions, evaluate.
<u>Class 3- Year A</u> <u>Autumn Term</u> <u>Stone Age to</u> <u>Iron Age</u>	Music	Science	PE	Computing	French
	Recorders <i>Music Specialist Teacher</i>	THIS PLANET ROCKS Year 3 Rocks SHINING THE LIGHT Year 3 Light	Swim Gym (Yr3, Unit 1) Swim Dance (Yr3, Unit 1)	Computing Systems and Networks Connecting Computers (3) Creating Media Animation (3) Copyright and ownership (Year 3) Managing online information (Year 3)	Core Unit 1 Animals 

History Key knowledge and Skills			Geography Key knowledge and Skills		
- The ‘Romanisation’ of Britain, The Roman Empire by 42AD, visit to Colchester Castle– Roman Colchester including the Boudicca rebellion https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/ - Pompeii and it’s people inc how we know about them (using sources) Can they answer questions using an artefact/photograph provided? KU Can the give a plausible explanation about what an object was used for in the past? HI Can they describe dates of and order significant events from the period studied? CU Can they look at different versions of the same event in history and identify differences? HI Can they research what it was like for a person in a given period from the past using primary and secondary sources? HE			- Earthquakes and Volcanoes—https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/ (Block D and E) 8 lessons. - Locational knowledge– learn how the world is mapped using terms: latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. Apply this language when discussing earthquakes and volcanoes.		
What came before? Pupils have just studied the Stone-Age to Iron Age so have good prior knowledge on the preceding historical period to the Romans.	What comes after? The history of London– Stone-Age to present visit to the Museum of London	Key vocabulary Roman empire, Colchester, Boudicca, Fort, Soldiers, battle, Pompeii, Italy, Volcano, Mount Vesuvius, accurate, aspect, advanced, availability developments, dictated, historical argument, impact, inventions, items picture of thepast, point of view poor, recent history, religious differences shape ourlives, time difference, version, way of life, wealthy	What came before? (Class 2, Autumn B) Around the World in 80 Days: Identify seasonal and daily weather patterns across the world– hot/cold/Equator/N.S Poles	What comes after? (Class 3, Spring B) Blue Planet: Locating worlds countries, environmental regions, major cities - Biomes and vegetation belts	Key vocabulary Earthquake, volcano, tectonic, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Printing: The Art of Hokusai (The Wave) - Can they explore a variety of printing techniques? Can they create an accurate print design? - Can they use printmaking as a tool with other medias to develop a final outcome? Can they evaluate their learning process and make suggestions for improvement in their own and others’ artwork? - Can they adapt or improve their original ideas? Can they explain why they have selected specific materials for their artwork? - Can they begin to communicate influences of their artwork e.g., mood boards, artists, objects, nature?			Electrical systems: Burglar Alarms (Motion sensor– could be used in an earthquake or disaster) - Can they make a product which uses mechanical components? - Can they use a range of components? E.g., levers, linkages and pneumatic systems - Can they use a simple circuit and add components to it? Can pupils talk through their designs, models and ideas and explain how they work? - Can they make a product which uses both electrical and mechanical components?		
What came before? Drawing and Painting Cave Art—Pupils explored cave art as an area of art. They looked at mixing their own colours using natural materials. Their developed their art vocabulary.	What comes after? Sculpture The Art of Berglund/ Nishinahe	Key vocabulary Observation, Differences, Similarities, Foreground, Background, Follow creative process plan, design, make, Adaptation , Sources , Variation, Drawing , Grades of pencil, Scale , Symmetry, Refine and alter, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone, Shade, Colour-scheme , Colour spectrum, Tertiary Colours, Developed colour vocabulary, Colour washing , Properties of paint , Types of paint: Acrylic, water colour etc. , Brush mark , Tools, Printing, Technique, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint , Hue, Manipulate,	What came before? Structures: Shelters– pupils explored structures including structures of the past linked to the Stone Age– caves, den building and Stonehenge.	What comes after? Food: Seasonal Sandwich Solutions, pupils will move onto food technology– following the design process and developing their skills in food preparation and knowledge.	Key vocabulary User, fault, toggle switch, insulator, conductor, battery holder, crocodile clip Series circuit, connection, push-to-make switch, push-to-break switch, innovative, appealing, control box, input device, output device, system, loose pivot, fixed pivot, system, input, process Loose pivot, fixed pivot, system, input, process, output, linear, rotary, reciprocating, innovative, appealing, linkage, oscillating
<u>Class 3- Year A</u> <u>Spring Term</u> <u>Disaster Zones</u>	Music	Science	PE	Computing	French
	Lean on Me Class Production	A WORLD OF LIVING THINGS Year 4 <i>Living things and their habitats</i> A FEAST OF FLOWERS, FRUITS AND SEEDS Year 3 <i>Plants</i> focus on life cycles	Gym (Yr3, Unit 2) Invasion Games (Yr3, Unit 1) Dance (Yr3, Unit 2) Net Games (Yr3, Unit 1)	Creating Media Desktop Publishing (3) Data and Information Branching Databases (3) Privacy and security (Year 3) Self-image and identity (Year 3)	Core Unit 2 Homes

History Key knowledge and Skills			Geography Key knowledge and Skills		
The history of London– Stone-Age to present visit to the Museum of London Can they find out more about a person or event from the past from a give source? Explore a key source/s in the Museum of London– what does it tell them about the past HE Can they describe dates of and order significant events from the period studied? Pupils are able to organise the events in London’s history in chronological order CU			- Use maps, atlases, globes, digi-maps, to locate the world’s countries, focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (including London). Pupils to be able to discuss countries, it’s capital city and key human and physical features eg Brazil, located in South America, capital City Rio, human feature Statue to Jesus, physical feature Amazon river and rainforest. - Independent research study about a European country and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length (this could be done as a homework)		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
The ‘Romanisation’ of Britain, The Roman Empire by 42AD, visit to Colchester Castle– Roman Colchester including the Boudicca rebellion Pompeii and it’s people inc how we know about them (using sources)	Anglo-Saxon invasions, settlements and kingdoms– place names and village life. Viking raids and invasion. Anglo-Saxon laws and justice Edward the Confessor and his death 1066	Stone age, present day, London, accurate, aspect, advanced, availability developments, dictated, historical argument, impact, inventions, items picture of thepast, point of view, poor, recent history, religious differences, shape ourlives, time difference, version, way of life, wealthy	(Class 3, Spring A) Disaster Zones: Locational knowledge– longitude, latitude, hemispheres	(Class 3, Spring B) Blue Planet: Locating worlds countries, environmental regions, major cities - Biomes and vegetation belts and Climate zones	Europe, Russia, North America, South America, region, cities, London, Human geography vocabulary: energy, pollution, fossil fuels clean energy, sustainable hydro-electric power (HEP), power plant, construction, Physical geography vocabulary: river, water cycle, precipitation, evaporation, condensation, greenhouse gasses , greenhouse effect
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Sculpture: The Art of Berglund/ Nishinahe - Can they add layers onto their work to create texture and shape? - Can they work collaboratively to create a large sculptural form? - Can they experiment and combine materials and processes to design and make 3d form? - Can they take a 2D drawing into a 3d form? - Can they shape using a variety of mouldable materials?			Food: Seasonal Sandwich Solutions– Pupils tasked to create a sandwich style lunch inspired by their growing knowledge of World cuisine - Can they create a final design for their product based on initial ideas and revisions based on existing ideas? - Can they create a detailed plan considering their target audience, design criteria and intended purpose? - Can they use equipment and tools with increased accuracy and safely? Can they select the most effective materials, tools and techniques to use? - Can they manipulate materials effectively using a range of tools and equipment? Can they measure, cut and assemble accurately?		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
Printing: The Art of Hokusai Inspired by the big wave, pupils developed printing techniques, they learnt to adapt original ideas.	Drawing and Painting: Illuminated Letters– linked to the next topic of Anglo-Saxons pupils will learn about illuminated letters. Pupils will create their own using drawing a painting techniques.	Observation, Differences, Similarities, Foreground, Background, Follow creative process plan, design, make, Adaptation , Sources , Variation, Drawing , Grades of pencil, Scale , Symmetry, Refine and alter, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone, Shade, Colour-scheme , Colour spectrum, Tertiary Colours, Developed colour vocabulary, Colour washing , Properties of paint , Types of paint: Acrylic, water colour etc. , Brush mark , Tools, Printing, Technique, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint , Hue, Manipulate,	Electrical systems: Burglar Alarms— pupils used motion sensors in electrical systems linked to exploring disaster zones. Pupils created their own electrical system.	Textiles: Pupils will develop their skills working with textiles by creating a Saxon coin purse	Food and Nutrition Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested
<u>Class 3- Year A Summer Term</u> <u>World Cuisine</u>	Music	Science	PE	Computing	French
	<i>The Dragon Song</i> Rewind, Reflect and Replay (3)	WHAT’S THE MATTER? Year 4 <i>States of matter</i> SOUNDS SPECTACULAR Year 4 <i>Sound</i>	Gym (Yr3, Unit 3) OOA (Yr3) Dance (Yr3, Unit 3) Athletics (Yr3/4)	Programming Sequence in Music (3) Programming Events and Actions(3) <i>Health, well-being and lifestyle (Year 3)</i> <i>Online relationships (Year 3)</i> <i>Online reputation (Year 3)</i>	School Food

History Key knowledge and Skills			Geography Key knowledge and Skills		
- Anglo-Saxon invasions, settlements and kingdoms– place names and village life. - Viking raids and invasion. - Anglo-Saxon laws and justice - Edward the Confessor and his death 1066 Can they answer questions using an artefact/photograph provided? KU Can the give a plausible explanation about what an object was used for in the past? HI Can they describe dates of and order significant events from the period studied? CU			https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/geographical-skills/building-skills-geography/ (Block A) - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. - Identify human and physical characteristics, key topographical features and land-use patterns. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Understand how some human and physical characteristics have changed over time.		
What came before? In KS1- Class 2—Summer A– pupils explored local history, change within and beyond living memory and the most recent history being ‘Animals who changed history’. Learning within the context of significant historical events. Pupils who completed Year A will have studied Stone-Age to Iron Age	What comes after? Famous Explorers- (Emelia Earhart, Captain Cook, Christopher Columbus, Everest, Victorian explorers Livingstone) Lands and trade routes– why did we explore? How did we explore?	Key vocabulary Anglo-Saxon, settlements, huts, invasion, Vikings, justice, law, Edward the Confessor, death, accurate, aspect, advanced, availability developments, dictated, historical argument, impact, inventions, items picture of thepast, point of view, poor, recent history, religious differences, shape ourlives, time difference, version, way of life, wealthy	What came before? (Class 3, Autumn A): Stone-age to Iron-age: Learn to use ordinance survey maps: four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom	What comes after? (Class 4, Spring A) What the ancients did for us: Human and physical geography– describe and understand distribution of natural resources/trade links	Key vocabulary Grid reference, ordinance survey, eight-point compass, land use, map, key, co-ordinates, grid reference, topography, hills, mountains, coasts, rivers, map, atlas, globe, photograph, key, symbol, digital mapping, sketch map, plan graph, six figure grid reference, Human geography vocabulary: energy, pollution, fossil fuels clean energy, sustainable hydro-electric power (HEP), power plant, construction, Physical geography vocabulary: river, water cycle, precipitation, evaporation, condensation
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Drawing and Painting: Illuminated Letters - Do they understand the different properties of the different types of paint? - Can they experiment with drawing techniques to support their observations? - Can they create a sense of distances and proportion in a drawing? - Can they use experimental drawing techniques to create atmosphere in a drawing? - Can they explain why they have chosen specific materials to draw with?			Textiles: Saxon coin purse - Can they consider which materials are fit for purpose and join them appropriately? - Can they devise a template or pattern for their product? Can they explore a range of textures using textiles? - Can they transfer a drawing into a textile design? Can they use artist to influence their textile designs?		
What came before? Pupils coming from KS1 -Class 2—Summer A Explored Collage through the art of John M Williams (Seascape Collage) Pupils who completed Year A explored and developed their skills in sculpture: The Art of Berglund/ Nishinahe.	What comes after? Collage: The Art of Jesse Treece	Key vocabulary Observation, Differences, Similarities, Foreground, Background, Sources, Drawing, Grades of pencil, Scale, Symmetry, Refine and alter, Pattern, repeating, thick, thin, Smudge/blend, Sketch, Line, Shape, Colour, Tone, Shade, Colour-scheme, Colour spectrum, Tertiary Colours, Types of paint: Acrylic, water colour etc., Brush mark, Tools, Printing, Technique, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, Hue, Manipulate,	What came before? Pupils coming from KS1- Class 2—Autumn A Explored and developed their understanding of textiles by developing a Christmas decoration. Pupils who completed Year A will have last covered textiles in the ‘Textile Time’ topic in Year 2.	What comes after? Mechanical Systems Moving Monsters of the Deep	Key vocabulary Pattern, mark out, decorate, running stitch, needle, fabric, Template, quality, suitable, features, dye, overstitch, design, fray, mock-up, seam,
Class 3- Year B AutumnTerm Anglo-Saxons to Vikings	Music	Science	PE	Computing	French
	Recorders <i>Music Specialist Teacher</i>	MAGNETIC FUN AND GAMES Year 3 <i>Forces and Magnets</i> FIT FOR SUCCESS Year 3 <i>Animals including humans</i> focus on food, nutrition, skeleton	Swim Gym (Yr4, Unit 1) Swim Dance (Yr4, Unit 1)	Computing Systems and Networks The Internet (4) Creating Media Audio Editing (4) <i>Copyright and ownership (Year 4)</i> <i>Managing online information (Year 4)</i>	Playtime Sport

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
- Famous Explorers- (Emelia Earhart, Captain Cook, Christopher Columbus, Everest, Victorian explorers Livingstone) - Lands and trade routes– why did we explore? How did we explore? Can they describe differences and similarities between people, events and artefacts studied? KU Can they give more than one reason to support an historical argument? HI			- Biomes and vegetation belts (What is a biome? Where are the world’s vegetation belts) https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/ (Block A: Biomes– 6 lessons) - Rainforests https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/rainforests/ (Block A: Introducing the rainforest; Block B: Layers of the rainforest; Block D: Creatures of the rainforest; Block F: The rainforest under threat). What is a rainforest and where are they found? - To locate the world’s rainforests on a map and know their position in relation to the Equator and Tropics of Cancer and Capricorn. - To describe and understand key geographical features of a rainforest region such as climate, topography, major cities, and rivers.		
What came before? Anglo-Saxon invasions, settlements and kingdoms– place names and village life. Viking raids and invasion. Anglo-Saxon laws and justice Edward the Confessor and his death 1066	What comes after? British Clothing 1066 to the present day (history of clothing, weaving, dying, embroidery, block printing, textile industry, clothing WW2)	Key vocabulary accurate, aspect, advanced, availability developments, dictated, historical argument, impact, inventions, items picture of thepast, point of view poor, recent history, religious differences shape ourlives, time difference, version, way of life, wealthy	What came before? • (Class 2 Autumn B) Around the world in 80 days: Identify seasonal and daily weather patterns across the world– hot/cold/Equator/N.S Poles	What comes after? • (Class 4, Summer A) Rivers and mountains of the world, Water cycle	Key vocabulary Biome, vegetation belt, rainforest, Earthquake, volcano, tectonic, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. Pollution, deforestation, climate change
ArtKey knowledge and Skills			Design TechnologyKey knowledge and Skills DESIGN, MAKE, EVALUATE		
Collage: The Art of Jesse Treece - Can they overlap materials? - Can they use collage as a tool to develop a piece in mixed media? - Can they use collage to create a mood board of ideas?			Mechanical Systems: Moving Monsters from the Deep - Can they create a picture using mechanisms: gears, pulleys, cams, levers, linkages - Can they create a design sketch, annotated diagram of their idea - Can they experiment with a proto-type or mock-up - Can they choose the most appropriate tools and materials and explain their choices? - Can they describe their design by using pictures, diagrams and words? - Can they assess how well their product works? If they did it again, can they explain what they would improve?		
What came before? Developing drawing and painting skills by exploring and producing illuminated letters.	What comes after? Textiles The Art of Sarhasi Said/ Dying/ Batik	Key vocabulary Observation, Differences, Similarities, Fore-ground, Background, Follow creative process plan, design, make, Adaptation , Sources , Variation, Drawing , Collage, Sketch, Colour, Tone, Shade, Colour-scheme , Colour spectrum, Tertiary Colours, Developed colour vocabulary, Artefact, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint , Hue, Manipulate, Texture, Construct, Join, Natural, Man made, Recycled	What came before? Pupils repeatedly cover the design process– design, make, evaluate. Pupils previously explored mechanisms in KS1 Year A– Constructing a windmill or Year B exploring Vehicles and Moving Pictures.	What comes after? Food: Summer Picnic	Key vocabulary gears, pulleys, cams, levers, linkages, diagram, annotation, mock-up, prototype
<u>Class 3- Year B</u> <u>Spring Term</u> <u>Exploring Our Planet</u>	Music	Science	PE	Computing	French
	Mama Mia Class Production	HABITAT HELPERS Year 4 <i>Animals including humans</i> GREATLY GREEN GROWERS Year 3 <i>Plants</i> focus on plants and their needs and how they work	Gym (Yr4, Unit 2) OAA (Yr4) Dance (Yr4, Unit 2) Net Games (Yr4, Unit 1)	Creating Media Photo Editing (4) Data and Information Data Logging (4) <i>Self-image and identify (Year 4)</i> <i>Privacy and security (Year 4)</i>	Town Core Unit 3

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
- British Clothing 1066 to the present day (history of clothing, weaving, dying, embroidery, block printing, textile industry, clothing WW2) https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/british-clothing-1066-present-day/ Can they ask and answer questions about old and new objects? HE Can they spot old and new things in a picture? HE			- Natural resources– where do clothes come from– to learn about where natural materials come from– cotton, wool - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, countries, and major cities- Clothes from around the world– traditional costumes, researching place - communicate geographical information (clothes from around the world) in a variety of ways, including through maps, numerical and quantitative skills and writing at length– produce an information text on clothes and clothing around the world including the origins of natural materials– including within the text maps		
What came before? Famous Explorers- (Emelia Earhart, Captain Cook, Christopher Columbus, Everest, Victorian explorers Livingstone). Lands and trade routes– why did we explore? How did we explore?	What comes after? Class 4—Autumn A—Local History (Electric Palace) Leisure and entertainment in the 20th century. Historical Inventors (Thomas Edison) and the History of technology (beyond 1066).	Key vocabulary 1066, clothing, weaving, dying, embroidery, block printing, textile industry, clothing accurate, aspect, advanced, availability developments, dictated, historical argument, impact, inventions, items picture of thepast, point of view poor, recent history, religious differences shape ourlives, time difference, version, way of life, wealthy	What came before? Class 3, Summer A: Independent research study about a European country and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length	What comes after? Class 4, Spring A: What the ancients did for us? Human and physical geography– describe and understand distribution of natural resources/trade links	Key vocabulary Natural resources, cotton, wool, country, traditional costume, map, key, co-ordinates, topography, hills, mountains, coasts, rivers, map, atlas
ArtKey knowledge and Skills			Design TechnologyKey knowledge and Skills DESIGN, MAKE, EVALUATE		
Textiles : The Art of Sarhasi Said/ Dying/ Batik			Food: Summer Picnic		
- Creating clothing or a textile with a purpose eg picnic blanket - Can they consider which materials are fit for purpose and join them appropriately? - Can they devise a template or pattern for their product? Can they explore a range of textures using textiles? - Can they transfer a drawing into a textile design? Can they use artist to influence their textile designs? - Can they master a textile technique: batik, dying			- Can they create a final design for their product based on initial ideas and revisions based on existing ideas? - Can they create a detailed plan considering their target audience, design criteria and intended purpose? - Can they use equipment and tools with increased accuracy and safely? Can they select the most effective materials, tools and techniques to use? - Can they manipulate materials effectively using a range of tools and equipment? Can they measure, cut and assemble accurately?		
What came before? Collage The Art of Jesse Treece	What comes after? Class 4—Autumn A Drawing and Painting The Art of Lichtenstein	Key vocabulary Batik, dye, Observation, Differences, Similarities, Foreground, Background, Follow creative process plan, design, make, Adaptation, Sources, Refine and alter, Pattern, repeating, Shape, Colour, Tone, Colour-scheme , Colour spectrum, Tertiary Colours, Developed colour vocabulary, Tools, Printing, Technique, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, Hue, Manipulate	What came before? Mechanical Systems Moving Monsters from the Deep	What comes after? Class 4—Autumn A Food Fake-away	Key vocabulary Food and Nutrition Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested
Class 3- Year B Summer Term <u>Clothing</u> <u>Capers</u>	Music	Science	PE	Computing	French
	Blackbird Rewind, Reflect and Replay (4)	THE CIRCLE OF LIFE Year 4 <i>States of matter</i> ELECTRIC PERSONALITIES Year 4 <i>Electricity</i>	Gym (Yr4, Unit 3) Striking Fielding (Yr4, Unit 1) Dance (Yr4, Unit 3) Athletics (Yr3/4)	Programming Repetition in Shapes (4) Programming Repetition in Games (4) Health, well-being and lifestyle (Year 4) Online relationships (Year 4) Online reputation (Year 4)	Describing People The Body
7					