



Year 3/4 Year A Summer

Science
Y3 & Y4: Animals including Humans
 Are foods that are high in energy always high in sugar?

Geography
Mrs. Mactivity: Volcanoes and Earthquakes
 How do volcanoes and earthquakes shape our Earth?

History
The Roman Empire and its impact on Britain
 How did the Romans Change Britain?

PE
Twinkl:
 Striking & Fielding Athletics

RE
Discovery RE: Hindu Beliefs
 Would visiting the River Ganges be special to non-Hindus?
UC: Kingdom of God
 When Jesus left, what was the impact of Pentecost?

Computing
Online Safety: Health, wellbeing and lifestyle
Information Technology: Creating Media – Stop Frame Animation

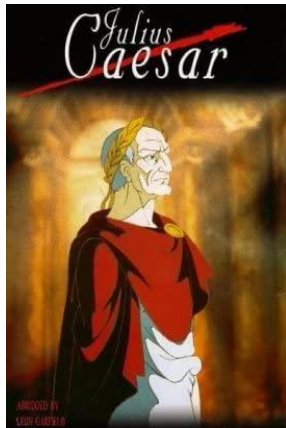
PSHE
Twinkl:
 Growing Up
 It's my Body

DT
Nutrition
 Healthy Sandwiches

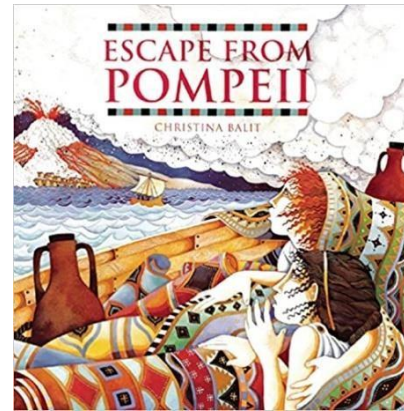
Music
Charanga:
 Lean On Me (Yr 4)

Art
Collage
 How can we depict animals through collage?

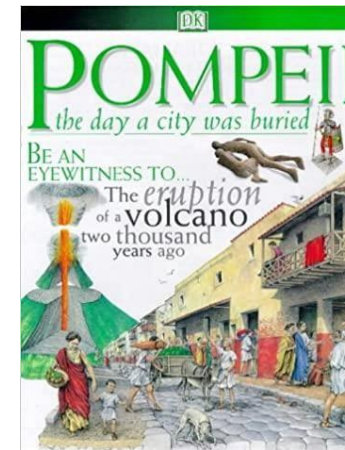
French
Language Angels:
 Les Fruits



Non-fiction:
Discussion/argument



Core Text:
Whole Class Reading
using VIPERS

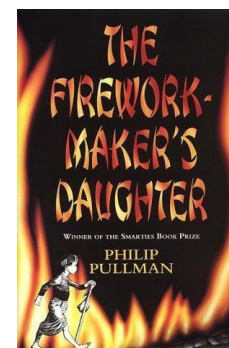


Non-fiction:
News Report



Literacy Shed +

Narrative:
Retelling a story from another
perspective



Class Reader



Poetry:
Different Poetry Types

Science

Animals including humans: Key Question: Are foods that are high in energy always high in sugar?		Term: Summer 5-6	Year:3/4 Year A 2025-2026	
Foundations of previous learning: Year 1 Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Foundations of previous learning: Year 2 Animals including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Animals, including humans Y3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Y4 Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Work scientifically by: Identifying and grouping animals with and without skeletons and observing and comparing their movement Exploring ideas about what would happen if humans did not have skeletons. Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. Research different food groups and how they keep us healthy and design meals based on what they find out. Work scientifically by: Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences Finding out what damages teeth and how to look after them Drawing and discuss their ideas about the digestive system and compare them with models or images.	To know what animals need to eat to stay healthy. To understand what a balanced diet is. To know what a skeleton is and why we have one. To understand how we move. To know the parts of the digestive system. To identify different types of teeth. To understand how different food chains work.	Nutrition Nutrients diet balanced unbalanced sugar protein fat vitamins minerals water energy oxygen feeding, photosynthesis eating photosynthesis circulation blood heart vertebrate invertebrate skeleton bones support protection movement	mouth, tongue, teeth, oesophagus, stomach and small and large intestine teeth incisor canine molar pre-molar acid bacteria plaque enamel producers, predators, prey,
	Assessment of Skills	Assessment of Knowledge		
	Explaining science Data, tables and graphs. Making conclusions	What do animals need to eat to stay healthy? What is a balanced diet? Why do we have skeleton? How do we move?		

Geography

Human and Physical Geography: Key Question: How do volcanoes and earthquakes shape our Earth?		Term: Summer 5-6	Year:3/4 Year A 2025-2026	
Foundations of previous learning: KS1 Where in the world...?: Name and locate the world’s seven continents and five oceans; Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. KS2 How can land be used in different ways? & What would a bird see? Where is our Home Sweet Home?: Name and locate counties and cities of the UK; Use 4 points on a compass: north, south, east and west. What makes our World Wonderful?: Locate world’s continents / countries; Locate the equator, Northern and Southern hemisphere and the Arctic and Antarctic circles; Read and interpret the globe as a flat map.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle.	To describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features. To make comparisons of the same geographical features in different countries. To identify how people both damage and improve the environment. To locate geographical features on a map or atlas using symbols shown in a key. To describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. To explain how people try to sustain environments. To describe and explain how physical processes have changed the characteristics of a landscape, country or continent. To describe how changes in the features of a place can affect the lives and activities of the people living there.	<ul style="list-style-type: none"> • To understand the layers of the Earth. • To understand what earthquakes are and identify places in the world where earthquakes have taken place. • To understand what volcanoes are and identify where in the world volcanoes can be found. • To understand how people adapt to live where there are volcanoes and earthquakes. • To explain how a tsunami takes place and order the events. 	Earth’s crust mantle core magma tectonic plates earthquake epicentre tsunami composite volcano shield volcano eruption ash lava	
	Assessment of Skills		Assessment of Knowledge	
	I can describe and compare geographical features I can describe and explain how changes are made by physical processes I can describe and explain the impact of people on their environment I can describe and explain how changes to an environment can impact on the lives of the people who live there		Can you label a diagram of the Earth’s structure? How do tectonic plates move? What is an earthquake and why do some places have more earthquakes than others? What are volcanoes and where are they located? How do people adapt to living near volcanoes and in earthquake zones? What is a tsunami and how is it caused?	

History

The Roman Empire and its impact on Britain: Key Question: How did the Romans Change Britain?		Term: Summer 5-6	Year:3/4 Year A 2025-2026	
<p>Foundations of previous learning: A growing understanding of how to organise ideas chronologically including using time specific vocabulary and timelines. Children know how time periods can be identified by the people who lived at the time. Children have learned about a pharaoh’s position and therefore are beginning to understand class systems and hierarchy</p> <p>KS1: Childhood memories, Great Fire of London, Elizabeth I and Georgians</p> <p>KS2: Anglo Saxons, Vikings, Prehistoric Britain</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
The Roman Empire and its impact on Britain including British resistance from Boudicca	<p>Year 3 Skills</p> <p>Chronological understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p>Knowledge and understanding Uses evidence to describe past. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects.</p> <p>Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Historical enquiry Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘how did people? What did people do for?’</p> <p>Organisation and communication Presents findings about past using speaking, writing, ICT and drawing skills. Discusses different ways of presenting information for different purposes.</p> <p>Year 4 Skills</p> <p>Chronological understanding Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from past on a timeline.</p> <p>Knowledge and understanding Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Describes how some of the past events/people affect life today.</p> <p>Historical interpretation Gives reasons why there may be different accounts of history.</p> <p>Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Organisation and communication Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Discusses most appropriate way to present information, realising that it is for an audience.</p>	I know the meaning of the words century, decade, BC, AD, after, before and during. I know who Boudicca is and I can talk about her rebellion. I know that the Romans invaded Britain. I know that the Romans weren’t just from Rome but are a colony from a range of places across the world. I know that Romans dressed differently according to their social standing. I know how powerful the Roman army was. I know what weapons and protective items the Roman army used. I know what food and drink made up the Roman diet.	invasion rebellion uprising empire villa gladiator tribe mosaic Boudicca Rebellion BC AD Century Decade Colony Weapon Shield Army	
	Assessment of Skills		Assessment of Knowledge	
	<p>Year 3 I can place events in order on a timeline. I can use the terms BC and AD when using a timeline.</p> <p>Year 4 I can name and date significant events on a timeline from the period of time I am studying. I can use words and phrases such as century, decade, BC, AD, after, before and during.</p>	What does BC/AD/decade/century mean? Who is Boudicca? Why is her rebellion important? Why did the Romans invade Britain? Where were the Romans from? What do the Romans wear? How powerful was the Roman army? What weapons did the Roman army use? What food and drink made up the Roman diet?		

Computing

Information Technology: Animation		Term: Summer 5-6	Year:3/4 Year A 2025-2026
Foundations of previous learning: Creating Media Digital photography (Y2)			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<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 ● use technology safely, respectfully and responsibly ● recognise acceptable/unacceptable behaviour ● identify a range of ways to report concerns about content and contact 	To plan an animation To review and improve an animation To evaluate the impact of adding other media to an animation	To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To identify the need to work consistently and carefully	Animation Sequence Flip book Stop-frame Storyboard Onion skinning Frames Timing Evaluate improve
	Assessment of Skills & Knowledge <ul style="list-style-type: none"> ● I can draw a sequence of pictures ● I can create an effective flip book—style animation ● I can explain how an animation/flip book works ● I can predict what an animation will look like ● I can explain why little changes are needed for each frame ● I can create an effective stop-frame animation ● I can break down a story into settings, characters and events ● I can describe an animation that is achievable on screen ● I can create a storyboard ● I can use onion skinning to help me make small changes between frames ● I can review a sequence of frames to check my work ● I can explain ways to make my animation better ● I can evaluate another learner’s animation ● I can improve my animation based on feedback ● I can evaluate the quality of my animation 		

PSHE 1

Twinkl: It's My Body		Term: Summer 5	Year:3/4 Year A 2025-2026
<p>Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends Y3 – I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels</p>			
Unit Learning			
NC Objective - Coverage	Skills Knowledge	Vocabulary	
<p>My Body, My Choice Fit as a Fiddle Good Night, Good Day Cough, Splutter, Sneeze! Drugs: Healing or Harmful? Choices Everywhere</p> <p>This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>	<ul style="list-style-type: none"> • Understand the importance of sleep, exercise and healthy eating • Discuss what happens to muscles when we exercise them • Understand they can choose what happens to their body and know when a 'secret' should be shared • Explain that too much sugar is bad for health • Know the difference between medicine and harmful drugs and chemicals • Explain how germs travel and spread disease. • Identify ways to protect their bodies from ill health • Discuss what happens to muscles when we exercise them 	<p>choice consent touch uncomfortable sleep deprivation bedtime routine sleep hygiene germs drugs medication addiction</p>	
	Assessment		
	<ul style="list-style-type: none"> • I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits. 		

PSHE 2

Twinkl: Growing Up		Term: Summer 6	Year: 3/4 Year A 2025-2026
<p>Foundations of previous learning: Y1 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, I can tell you what I like/don't like about being a boy/girl</p>			
Unit Learning			
Themes	Skills Knowledge		Vocabulary
Human Reproduction Changes in boys Changes in Girls Changing Emotions Relationships and Families Where Do I Come From? This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies. They will also learn about different relationships and family structures.	<ul style="list-style-type: none"> Describe some of the changes boys go through during puberty Describe some of the changes girls go through during puberty Describe some feelings young people might experience as they grow up Talk about their own family and the relationships within it Understand that there are many different types of family Identify similarities and differences in different loving relationships Explain in simple terms how babies are born Identify someone they could talk to about their changing body should they need to. 		Animals Humans Changes Conception Growing up Female Baby Uterus Boys Girls Stereotypical Changes
	Assessment		
	<ul style="list-style-type: none"> I can describe male and female body parts and explain what these are for I can describe how boys' bodies will change as they go through puberty I can describe how girls' bodies will change as they go through puberty I can describe the feelings that some people experience as they grow up I understand that there are many different types of relationships and families I can describe how babies are made and how they are born 		

Design Technology

Nutrition – Healthy Sandwiches: Key Question: How healthy is your lunch?		Term: Summer 5-6	Year:3/4 Year A 2025-2026
Foundations of previous learning: KS1: Planning, Design, Making and Evaluating skills: Fruit kebabs Year 3/4: Planning, Design, Making and Evaluating skills: Seasonal food			
Unit Learning			
NC Objective - Coverage	Knowledge & Skills Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>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</p> <p>Technological Knowledge: Understand and use mechanical systems in their products</p>	<p>Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.</p> <p>Food preparation and cooking techniques could be practised by making a food product using an existing recipe. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?</p> <p>Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>Information about foods from around the world, basic recipes range of relevant example foods to taste and evaluate suitable equipment and utensils such as: knives, chopping board, weighing scales, measuring jugs, bowls, baking trays, spoons ± various sizes, parchment paper, plastic film</p> <p>Information about foods from around the world, basic recipes range of relevant example foods to taste and evaluate suitable equipment and utensils such as: knives, chopping board, weighing scales, measuring jugs, bowls, baking trays, spoons ± various sizes, parchment paper, plastic film</p>	

RE 1

Discovery RE: Hindu Beliefs: Would visiting the River Ganges be special to non-Hindus?		Term: Summer 5	Year:3/4 Year A 2025-2026	
Foundations of previous learning: To understand that Hinduism is one of the key religions in the UK. To understand that faith can form an essential part of everyday life.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Would visiting the River Ganges feel special to a non-Hindu? To understand the significance of the River Ganges both for a Hindu and non-Hindu	<u>Thinking about religion and belief</u> <ul style="list-style-type: none"> • make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people’s lives • identify similarities and differences between religions and beliefs <u>Enquiring, investigating and interpreting</u> <ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs <u>Beliefs and teachings (what people believe)</u> <ul style="list-style-type: none"> • describe some religious beliefs and teachings of religions studied, and their importance <u>Practices and lifestyle (what people do)</u> <ul style="list-style-type: none"> • describe how some features of religions studied are used or exemplified in festivals and practices <u>Identity and experience (making sense of who we are)</u> <ul style="list-style-type: none"> • compare aspects of their own experiences and those of others, identifying what influences their lives <u>Meaning and purpose (making sense of life)</u> <ul style="list-style-type: none"> • compare their own and other people's ideas about questions that are difficult to answer <u>Values and commitments (making sense of right and wrong)</u> <ul style="list-style-type: none"> • make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> • To understand the importance of water within our everyday lives • To know the story of the River Ganges • To know that the River Ganges is very important for Hindus and pilgrims • To know where the river starts and ends • To know what Hindus do when they visit the river • To understand why people bathe in the river • To understand that Hindus believe Brahman is in the water to help them • To understand why non-Hindu people may also want to visit the River Ganges 	Hindu Hinduism River Ganges Ritual Empathise Experience Community Non-Hindus Religious significance	
	Assessment of Skills			Assessment of Knowledge
	I can explain the effects of water on me and why it is important I can tell you about some of the things Hindus do at/in River Ganges and start to explain why this river is important to them I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.			Why Hindus visit the River Ganges Describe a Hindu ritual that happens at the River Ganges

RE 2

UC: Kingdom of God: When Jesus left, what was the impact of Pentecost?		Term: Summer 6	Year:3/4 Year A 2025-2026	
Foundations of previous learning: Yr 3 Trinity				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To explain why Pentecost is important for Christians	<ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. 	Pentecost Ascension Trinity Holy Spirit Kingdom	
	Assessment of Skills		Assessment of Knowledge	
	<ul style="list-style-type: none"> • I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • I can give examples of what Pentecost means to some Christians now. • I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of my own ideas. 	For Christians, why did Pentecost need to happen? How did the day of Pentecost affect the Kingdom of God? How did it show that God is the ruler or king? What difference did the giving of the Holy Spirit at Pentecost make to Christians, then and now?		

PE

Twinkl: Athletics		Term: Summer 5	Year:3/4 Year A 2025-2026	
Foundations of previous learning: Athletics Y1/2/3				
Unit Learning				
NC Objective - Coverage	Skills and Knowledge	Vocabulary		
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • To use running, jumping, throwing and catching in isolation and in combination • To develop flexibility, strength, technique, control and balance • To compare performances with previous ones and demonstrate improvement to achieve personal best • To practise existing running, jumping and throwing skills • To sprint effectively • To run with fluency over hurdles • To jump for distance • To develop and refine different throwing techniques • To learn different push throw techniques 	<p>Speed</p> <p>Jumps</p> <p>Control</p> <p>Target</p> <p>Accuracy</p> <p>Styles</p> <p>Running</p> <p>Jumping</p> <p>Throwing</p> <p>Pace</p> <p>Warm up</p> <p>Cool down</p>		
	Assessment			
	<p>Show control, co-ordination, consistency and accuracy in athletics challenges.</p>			

PE

Twinkl: Striking and Fielding		Term: Summer 6	Year: 3/4 Year A 2025-2026	
Foundations of previous learning: Striking and Fielding Y1/2/3				
Unit Learning				
NC Objective - Coverage	Skills and Knowledge	Vocabulary		
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • To strike a bowled ball in an intended direction • To stop a ball using a range of techniques • To play cooperatively with teammates, making decisions about when to run for points and when to not choose and use a range of simple tactics and strategies when striking and fielding • To invent rules for striking and fielding games 	<p>Control Target Accuracy Striking Fielding Warm up Cool down</p>		
	Assessment			
	<p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>			

Art

Collage: Key question: How can we depict animals through collage? Artist: Pompeii mosaics/ Gaudi	Term: Summer 5-6	Year: 3/4 Year A 2023-2024
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Foundations of previous learning:
Year 1&2
 Strand: Collage
 Key question: What materials and techniques can we use to create a seascape/landscape?
 Artist: Local artist –Robin Brooks, Hope Blamire,
Year 3 &4
 Strand: Painting
 Key question: How is colour used to represent extreme landscapes?
 Artist: Linda Lang, Kenjuak Ashevak, Ted Harrison

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> select and arrange colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation and mosaic use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt, develop and refine ideas; To learn about great artists and designers in history. Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Compare and contrast artists. 	<ul style="list-style-type: none"> To become proficient in collage techniques. To improve their mastery of art and design techniques, including selecting and arranging a range of colours and materials. To learn and practise a variety of collage techniques 	To recognise and identify differences and similarities in the work of artists.	collage mosaic tessellation overlapping Gaudi ceramics primary secondary complementary harmonious colour wheel shades tints realistic opus regulatum (regular mosaic grid) opus palledanium tesserae ademento
	Assessment of Skills & Knowledge		
	<ul style="list-style-type: none"> To understand about overlapping and tessellation through practical experiences To explore different techniques using these to create their own imaginative collages To respond to ideas and techniques used by other artists comparing and contrasting images 		

Music

Lean on Me: Music from around the world: Reggae		Term: Summer 5-6		Year: 3/4 Year A 2023-2024	
<p>Foundations of previous learning: Key stage 1: Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. Year 3/4: Charanga Unit: Glockenspiels 1: Play a variety of classroom instruments, playing glockenspiels as a whole class ensemble; Understand the various music language to describe the musical dimensions of a piece; Listen to music and begin to understand the different musical dimensions running through it. Charanga Unit: Three Little Birds</p>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge		Vocabulary	
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Performing (singing/playing):</p> <ul style="list-style-type: none"> To sing and play instruments as an ensemble confidently with a sense of pulse and rhythm. To be able to start and stop appropriately by following a leader or conductor. <p>Improvising and composing:</p> <ul style="list-style-type: none"> To begin to compose and improvise by using one to three note melodies. <p>Listening, developing knowledge and understanding:</p> <ul style="list-style-type: none"> To begin to hear and understand how pulse rhythm and pitch fit together and how they differ for each style of music. <i>(Focus on Soul/Gospel)</i> To begin to identify the instruments that are present in a track 	<ul style="list-style-type: none"> To recognise the basic style indicators for Soul/Gospel music. To understand music language and begin to use it to describe pieces of music (pulse, rhythm, pitch, dynamics, tempo). 		<p>unison</p> <p>by ear</p> <p>notation</p> <p>improvise</p> <p>melody</p> <p>pitch</p> <p>rhythm</p> <p>pulse</p> <p>composition</p> <p>backing vocal</p> <p>piano</p> <p>bass</p> <p>drums</p> <p>organ</p> <p>tempo</p> <p>dynamics</p> <p>texture</p> <p>structure</p> <p>compose</p> <p>hook</p> <p>riff</p> <p>melody</p> <p>solo</p>	
		Assessment of Skills	Assessment of Knowledge		
	<ul style="list-style-type: none"> I can sing or play confidently with a sense of pulse and rhythm. I can start and stop appropriately by following a leader or conductor. I can identify the instruments that are present in a recording. I can begin to compose and improvise by using one to three note melodies. 	<p>The children can:</p> <ul style="list-style-type: none"> recognise the style indicators of Soul/Gospel music understand the music language used to describe the music 			

French

<p>Main Unit: Les Fruits (Language Angels) Core Vocabulary: Months of the Year (1 lesson) Cultural Lesson: Bastille Day Traditions</p>	<p>Term: Summer 5 & 6</p>	<p>Year: 3/4 Year A 2023-2024</p>
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Phonics: Lesson 2 – French Pronunciation (CH, OU, ON, OI)
Grammar: Nouns, gender, articles/determiners and verbs

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information to an audience read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced, including through using a dictionary write phrases from memory, and adapt these to create new sentences describe people, places, things and actions orally and in writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people/places/things/actions orally/in writing 	<p>We will be working on memory, recall and retention skills using images to help, learning how to ask a question and answer it in French including a simple opinion. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. We will also be learning that gender will affect other words in a sentence like the indefinite article/determiner, which has two forms: un and une. We will be learning that the plural definite article/determiner is 'les' in French and seeing that this is not affected by gender. We will use a range of activities to learn and retain the new vocabulary, building up to a final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.</p>	<ul style="list-style-type: none"> To name and recognise up to 10 fruits in French. To attempt to spell some of these nouns. To ask somebody in French if they like a particular fruit. To say what fruits they like and dislike. <p>Cultural Year 3</p> <ul style="list-style-type: none"> Understand and respect different people and places in the world Understand that some people speak a different language to my own <p>Year 4</p> <ul style="list-style-type: none"> Identify similarities and differences in my culture to that of another 	<p>le fruit / les fruits une pomme/ les pommes une fraise/les fraises une pêche/les pêches une banane/les bananes une cerise/les cerises une orange/les oranges une prune/ les prunes une poire/les poires un kiwi/les kiwis un abricot/les abricots</p> <p>J'aime... Je n'aime pas...</p>
	<p>Assessment of Skills</p> <ul style="list-style-type: none"> I can listen carefully and pronounce unfamiliar words with increasing accuracy. I can use familiar sounds and spellings to help me recognise and learn new language. I can remember and recall words in French I can use phrases to say and write sentences. 	<p>Assessment of Knowledge</p> <p>By the end of the unit, children should be able to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. 	