

## Cross-curricular Maths

*Practical work involving measures: weight, time, capacity, money.*

## Science

The Children will be covering the following:

### (Year 4)

#### Living things and their habitats

Can they recognise that living things can be grouped in a variety of ways?

Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)

Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)

Do they recognise that environments can change and this can sometimes pose a danger to living things?

#### Exceeding

Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?

Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)

Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)

### (Year 3)

#### Animals including humans

Can they explain the importance of a nutritionally balanced diet?

Can they describe how nutrients, water and oxygen are transported within animals and humans?

Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?

Can they describe and explain the skeletal system of a human?

Can they describe and explain the muscular system of a human?

#### Exceeding

Can they explain how the muscular and skeletal systems work together to create movement?

Can they classify living things and non-living things by a number of characteristics that they have thought of?

Can they explain how people, weather and the environment can affect living things?

Can they explain how certain living things depend on one another to survive?

## Human Geography

Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own?

#### Exceeding

Can they explain how people's lives vary due to weather?



## P.E.

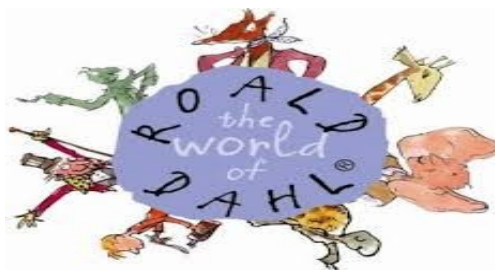
**Y3: Multi-skills / invasion games cont.**

**Y4: Ball Skills**

## Key Stage 2

## Year 3, Year 4

## Scrumdiddlyumptious Stories



## PSHE & RE:

## PSHE:

**It's good to be me.**



## RE:

### Year 3

Easter - Palm Sunday

### Year 4

What happened at the last supper?

## Design and Technology

## Year 3 and Year 4

### Cooking and nutrition

Can they choose the right ingredients for a product?

Can they use equipment safely?

Can they make sure that their product looks attractive?

Can they describe how their combined ingredients come together?

### Music

Year 3 - Exploring Sounds—structure in music.

Year 4 - Ukulele lessons (Learning how to read music, timing pieces of music etc)

### French

Year 3— Family and Food

Year 4 - Food and mealtimes.



## ICT:

## Year 3

### Databases

Can they input data into a prepared database?

Can they sort and search a database to answer simple questions?

Can they use a branching database?

## Year 4

### Data Retrieving and Organising

Can they capture images using webcams, screen capture, scanning, visualise and internet?

Can they choose images and download into a file?

Can they download images from the camera into files on the computer?