

History Year 3

Historical enquiry

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?

Can they research a specific event from the past?

Can they use their 'information finding' skills in writing to help them write about historical information?

Can they, through research, identify similarities and differences between given periods in history?

Year 4

Historical enquiry

Can they research two versions of an event and say how they differ?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out

Can they explain how events from the past have helped shape our lives?

Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?

Do they recognise that the lives of wealthy people were very different from those of poor people?

Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Can they recognise that people's way of life in the past was dictated by the work they did?

Do they appreciate that the food people ate was different because of the availability of different sources of food?

Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Year 3

Rocks

Can they compare and group together different rocks on the basis of their appearance and simple physical properties?

Can they describe and explain how different rocks can be useful to us?

Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?

Light

Light

Can they recognise that they need light in order to see things?

Can they recognise that dark is the absence of light?

Can they notice that light is reflected from surfaces?

Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?

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?

Electricity

Can they identify common appliances that run on electricity?

Can they construct a simple series electric circuit?

Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?



Year 3/ 4 Topic web

Seaton Delaval Hall

Autumn Term



Computing Year 3

Using the Internet

Can they find relevant information by browsing a menu.

Can they search for an image, then copy and paste it into a document?

Can they use 'Save picture as' to save an image to the computer?

Can they copy and paste text into a document?

Do they begin to use note making skills to decide what text to copy?

Presentation

Can they create a presentation that moves from slide to slide and is aimed at a specific audience?

Can they combine text, images and sounds and show awareness of audience?

Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Year 4

Using the Internet

Can they use a search engine to find a specific website?

Can they use note-taking skills to decide which text to copy and paste into a document?

Can they use tabbed browsing to open two or more web pages at the same time?

Can they open a link to a new window?

Can they open a document (PDF) and view it?

Presentation

Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?

Can they insert sound recordings into a multi media presentation?

Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Skills

Do they follow the school's safer internet rules?

Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?

PSHE Year 3

What are the rules that keep us safe? What can we do about bullying?

Year 4

What is diversity? How can we be a good friend?

RE Y3 Christianity God and Jesus Children will know that Christians think of Jesus as special, above all for his resurrection; know that they think of Jesus as the Son of God and Christ; know in some detail some stories told by and about Jesus; and know about the main events in his life and the effect he had on people he knew

Y4 Communities and Lifestyles. Children will know something about what it means to belong and to be part of a community; know what it means for a Christian to belong to a church and to be part of a religious community; know some ways that Christians reveal that they belong to a religious community.

Geography Year 3 Geographical enquiry

Do they use correct geographical words to describe a place and the events that happen there?

Can they identify key features of a locality by using a map?

Can they begin to use 4 figure grid references?

Can they accurately plot NSEW on a map?

Can they use some basic OS map symbols?

Can they make accurate measurement of distances within 100Km?

Can they work out how long it would take to get to a given destination taking account of the mode of transport?

Year 4

Geographical enquiry

Can they carry out a survey to discover features of cities and villages?

Can they find the same place on a globe and in an atlas?

Can they label the same features on an aerial photograph as on a map?

Can they plan a journey to a place in England?

Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?

Physical Geography

Can they describe the main features of a well-known city?

Can they describe the main features of a village?

Can they describe the main physical differences between cities and villages?

Can they use appropriate symbols to represent different physical features on a map?

Can they explain how a locality has changed over time with reference to physical features?

Music

Year3 Charanga unit one 'Let your spirit fly'

Performing

Do they sing in tune with expression?

Do they control their voice when singing?

Can they play clear notes on instruments?



Year 4 Charanga unit 1 'Mamma Mia'

performing

Can they perform a simple part rhythmically?

Can they sing songs from memory with accurate pitch?

Can they improvise using repeated patterns?

Speaking French

Y3 Can they have a short conversation where they are saying 2-3 things? Understand vowel sound in French.

Y4 Can they use short phrases to give a personal response? Write French words as well as speak.

Art Year 3

Local art focus

Sketch books

Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?

Can they make notes in their sketch books about techniques used by artists?

Can they suggest improvements to their work by keeping notes in their sketch books?

Year 4:

Sketch books

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?

Can they produce a montage all about themselves?

Do they use their sketch books to adapt and improve their original ideas?

Do they keep notes about the purpose of their work in their sketch books?

Cross Curricular Links

English- historical research about Seaton Delaval Hall

Maths- data collection- geographical surveys.

Year 4 STEM visit -Seaton Delaval Hall

PE Year 3

Balance and Coordination.

Bat and ball skills.

Acquiring and developing skills

Can they select and use the most appropriate skills, actions or ideas?

Can they move and use actions with co-ordination and control?

Games

Can they throw and catch with control when under limited pressure?

Are they aware of space and use it to support team-mates and cause problems for the opposition?

Do they know and use rules fairly to keep games going?