

### History Year 3

#### Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?

Can they describe events from the past using dates when things happened?

Can they describe events and periods using the words: ancient and century?

Can they use a timeline within a specific time in history to set out the order things may have happened?

Can they use their mathematical knowledge to work out how long ago events would have happened?

Can they set out on a timeline, within a given period, what special events took place?

### Year 4

#### Chronological Understanding

Can they plot recent history on a timeline using centuries?

Can they place periods of history on a timeline showing periods of time?

Can they use their mathematical skills to round up time differences into centuries and decades?

Can they use their mathematical skills to help them work out the time differences between certain major events in history?

Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?



## Year 3/ 4 Topic web

### Let's Create

### Spring Term



### Computing

#### 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

##### Algorithms and Programs

Can they use repeat instructions to draw regular shapes on screen, using commands?

Can they experiment with variables to control models?

Can they make turns specifying the degrees?

Can they give an on-screen robot specific directional instructions that takes them from x to y?

Can they make accurate predictions about the outcome of a program they have written?

### 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?

### 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.)?

##### Exceeding

### Science Year 3

**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?

**Plants** Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? Can they explain how they vary from plant to plant?

#### Year 4 Sound

Can they describe a range of sounds and explain how they are made? Can they associate some sounds with something vibrating? Can they compare sources of sound and explain how the sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to a ear?

**States of Matter** Can they compare and group materials together, according to whether they are solids, liquids or gases?

Can they explain what happens to materials when they are heated or cooled?

Can they measure or research the temperature at which different materials change state in degrees Celsius?

Can they use measurements to explain changes to the state of water?

### PSHE Year 3

What makes a community?

What are families like?

Year 4

How can we manage our feelings?

How will we change and grow?

**French Y3 Speaking** Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? **Listening and responding**

Do they understand short passages made up of familiar language? **Y4 as Y3 plus writing** Can they write 2-3 short sentences on a familiar topic?

**RE Year 3** **Hinduism** Lifestyles Hindu lifestyle and what makes it distinctive. **Christianity** Easter Aspects of the festival of Easter. Know that Easter is a special and happy time of the year involving special stories, artefacts and traditions,

**Year 4** **Hinduism** Stories The importance of **Hindu** stories. **Easter- The Importance of the Last Supper.**

### Music

#### Musical composer: John Williams

##### Year 3

Can they improve their work; explaining how it has improved?

Can they use musical words (the elements of music) to describe a piece of music and compositions?

Can they use musical words to describe what they dislike?

Can they recognise the work of at least one famous composer?



##### Year 4

##### Appraising

Can they explain the place of silence and say what effect it has?

Can they start to identify the character of a piece of music?

Can they describe and identify the different purposes of music?

Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

### Art Year 3

### Artist focus: Roy Lichenstein

#### Painting

Can they predict with accuracy the colours that they mix?

Do they know where each of the primary and secondary colours sits on the colour wheel?

Can they create a background using a wash?

Can they use a range of brushes to create different effects?

### Year 4: Roy Lichenstein

#### Painting

Can they create all the colours they need?

Can they create mood in their paintings?

Do they successfully use shading to create mood and feeling?



### Cross Curricular Links

English: instruction writing.

Maths: measurement



#### PE Year 3

Skills related to tee-ball

Batting, catching and fielding.

#### Year 4

Skills related to rounders

Batting, fielding, catching