

## Cross-curricular Maths

Using measurements to work out scales.

Solving problems involving tables and charts

Solving money problems

Reinforcing number work (the 4 operations)

Area and perimeter of different rooms on the titanic

Time problems

## Science

The Children will be covering the following:

### (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?

Can they find patterns between the pitch of a sound and features of the object that produce it?

Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?

Can they recognise that sounds get fainter as the distance from the sound source increases?

Can they explain how you could change the pitch of a sound?

Can they investigate how different materials can affect the pitch and volume of sounds?

### (Year 3)

#### Forces and magnets

Can they compare how things move on different surfaces?

Can they observe that magnetic forces can be transmitted without direct contact?

Can they observe how some magnets attract or repel each other?

Can they classify which materials are attracted to magnets and which are not?

Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?

Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?

Can they identify some magnetic materials?

Can they describe magnets have having two poles (N & S)?

Can they predict whether two magnets will attract or repel each other depending on which poles are facing?

## History

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?

#### Exceeding

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



## P.E.

Y3: Gymnastics and Multi-skills cont.

Y4: Gymnastics cont.

## Key Stage 2 Year 3, Year 4 Danger at Sea



## PSHE & RE:

### PSHE:

Getting on and Falling out.

### RE:

Year 3

Islam Unit 3: Stories

Year 4

Hindu Unit 2: Lifestyles

## Design and Technology

### Year 3 and Year 4

#### Mouldable materials

Can they use a range of advanced techniques to shape and mould?

Do they use finishing techniques, showing an awareness of audience?

#### Music

Year 3 - Exploring Pitch

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



## ICT:

### Year 3

#### Algorithms and Programs

Can they experiment with variables to control models?

Can they use 90 degree and 45 degree turns?

Can they give an on-screen robot directional instructions?

Can they draw a square, rectangle and other regular shapes on screen, using commands?

Can they write more complex programs?

### 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?