

## 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

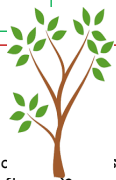
### Historical enquiry

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

Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?

Can they give more than one reason to support an historical argument?

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



## Science Year 3

### Plants

Can they identify and describe the functions of c : 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?

Can they investigate the way in which water is transported within plants?

Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?

### 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/ 4 Topic web

### Let's Create

### Spring Term



## Computing

### 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?

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.)?

## DT Year 3 &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?

Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?

## Art Year 3 &4

Can they add onto their work to create texture and shape?

Can they work with life size materials?

Can they create pop-ups? • Can they use more than one type of stitch?

Can they join fabric together to form a quilt using padding?

Can they use sewing to add detail to a piece of work?

Can they add texture to a piece of work?



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### PSHE Year 3 What are we responsible for?

Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others

### Year 4 How do we grow and change?

Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice

### RE Year 3Hinduism Lifestyles Hindu lifestyle and what makes Hindu lifestyle distinctive?

Christianity Easter Aspects of the festival of Easter. To know that Easter is a special and happy time of the year.

Year 4Hinduism Stories The importance of Hindu scripture, especially the Ramayana

Christianity Easter To know that Easter is important to Christians because it celebrates the resurrection of Jesus though it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder know that the Bible is the main source for information about Jesus' crucifixion and resurrection

## Music Year 3 Composing [including notation]

Can they use different elements in their composition?

Can they create repeated patterns with different instruments?

Can they compose melodies and songs?

Can they create accompaniments for tunes?

Can they combine different sounds to create a specific mood or feeling?



## Year 4 Composing [including notation]

Can they use notations to record and interpret sequences of pitches?

Can they use standard notation?

Can they use notations to record compositions in a small group or on their own?

Can they use their notation in a performance?

## French Year 3 Speaking

Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?

Year 4Reading and responding: Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response?

## Cross Curricular Links

### English

Playscripts, instructions, story writing.

### Maths

Weigh& measuring linked to cooking.

Co- ordinates linked to map work.

Angles linked to computing.

Money



## PE Year 3 Gymnastics

Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences? Year 4 Gymnastics Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence?

### Y3/4 Evaluating and improving

Can they explain how their work is similar and different from that of others?

Can they use their comparison to improve their work?

Can they work with a partner to create, repeat and improve a sequence with at least three phases?