

## Parrots Class – Year 3 and 4

Cycle B 2020-21	Autumn Term	Spring Term	Summer Term			
<b>Enrichment Activities</b>	<b>Compton Verney</b>		<b>Lunt Roman Fort</b>	<b>Horley camping Trip</b>		
<b>Geography History</b>  History and Geography split across whole term	<p><b>HISTORY: Stone Age to Iron Age</b></p> <p><b>NC Link</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><b>Progressive skills:</b> <b>Y3:</b> <b>Chronological Understanding:</b> Place the time studied on a timeline</p> <p><b>Range and depth of historical knowledge:</b> - Find out about everyday lives of people in time studied. - Understand why people may have wanted to do something</p> <p><b>Historical Enquiry:</b> Observe small details – artefacts, pictures.</p>	<p><b>Geography: Comparing People and Places</b></p> <p><b>NC Link</b> <b>Locational Knowledge</b> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place Knowledge -</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><b>Progressive skills:</b> <b>Y3:</b> <b>Locational knowledge, geographical language and enquiry</b> Use correct geographical words to describe a place and the things that happen there Where is this location? What do you think about it? Analyse evidence and draw conclusions e.g. make comparisons between locations using photo pictures, temperatures population</p>	<p><b>History: The Romans</b></p> <p><b>NC Link</b> Pupils should be taught about the Roman empire and its impact on Britain</p> <p>This could include:</p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>British resistance, for example, Boudica</p> <p>“Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p><b>Progressive skills:</b> <b>Y3:</b> <b>Chronological Understanding:</b> Sequence several events or artefacts <b>Range and depth of historical knowledge:</b> Compare with our life today <b>Interpretations of History:</b></p>	<p><b>Geography: Mountains, rivers and coasts</b></p> <p><b>NC Link</b> <b>Human and physical geography</b></p> <p>- describe and understand key aspects of physical geography - rivers, mountains, and the water cycle</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Progressive skills:</b> <b>Y3:</b> <b>Locational knowledge, geographical language and enquiry</b></p> <p>• Link words to topic e.g. river, meander, flood, plain, Use technical and geological vocabulary to describe physical processes • Locate the Mediterranean and explain why it is a popular holiday destination Sequence and explain features of a physical weather process, such as the water cycle</p>	<p><b>HISTORY: Local History study</b></p> <p><b>NC Link</b> Pupils should be taught about an aspect of local history</p> <p>For example:</p> <p>- a depth study linked to one of the British areas of study listed above</p> <p>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p><b>Progressive skills:</b> <b>Y3:</b> <b>Range and depth of historical knowledge:</b> Find out about everyday lives of people in time studied <b>Historical Enquiry:</b> Use a range of sources to find out about a period. Begin to use the library and internet for research Select and record information relevant to the study Observe small details – artefacts, <b>Organisation and communication:</b> Communicate knowledge through... Writing, fieldwork</p> <p><b>Y4:</b></p>	<p><b>GEOGRAPHY: Local geography study</b></p> <p><b>NC Link</b> <b>Geographical skills and fieldwork</b></p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b>Progressive skills:</b> <b>Y3:</b> <b>Locational knowledge, geographical language and enquiry</b></p> <p>• Use correct geographical words to describe a place and the things that happen there</p> <p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort, new housing estate</p> <p>• Collect and record evidence: e.g. construct questionnaire, field sketch, brainstorm words about a place, e-learning, atlases • Communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs</p>

	<p><b>Organisation and communication:</b> Communicate knowledge through... Art / ICT</p> <p><b>Y4:</b> <b>Range and depth of historical knowledge:</b> - Use evidence to reconstruct life in time studied. - Offer a reasonable explanation for certain events</p> <p><b>Interpretations of History:</b> Choose relevant material to present a picture of one aspect of life in time past</p> <p><b>Historical Enquiry:</b> use evidence to build up a picture of a past event</p> <p><b>Organisation and communication:</b> Communicate knowledge and understanding through... Art / IT</p>	<ul style="list-style-type: none"> <li>• Name a number of countries in the Northern Hemisphere</li> <li>• Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features</li> </ul> <p><b>Fieldwork / mapwork / atlas work</b> Locate appropriate information, needed for a task, from a source material</p> <ul style="list-style-type: none"> <li>• Name and locate the capital cities of neighbouring European countries</li> </ul> <p><b>Y4:</b> <b>Locational knowledge, geographical language and enquiry</b></p> <ul style="list-style-type: none"> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps</li> <li>• Know the countries that make up the European Union</li> <li>• Name the areas of origin of the main ethnic groups in the UK and in their school</li> </ul> <p>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism</p> <ul style="list-style-type: none"> <li>• Compare and contrast how areas of the world have capitalised on their physical and human features</li> </ul> <p><b>Fieldwork / mapwork / atlas work</b></p> <ul style="list-style-type: none"> <li>• Suggest which source material to use for a specific task, locating the information needed</li> <li>• Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions</li> <li>• Plot a route on a map or a globe, from one place to</li> </ul>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Look at representations of the period – museums</p> <p><b>Historical Enquiry:</b> <b>Organisation and communication:</b> Begin to use the library and internet for research</p> <p><b>Communicate knowledge through and understanding</b> through debate and drama</p> <p><b>Y4:</b> <b>Chronological Understanding:</b> Place events from period studied on a timeline</p> <p><b>Range and depth of historical knowledge:</b> Use evidence to reconstruct life in time studied Offer a reasonable explanation for some events</p> <p><b>Interpretations of History:</b> Look at the evidence available Begin to evaluate the usefulness of different sources</p> <p><b>Historical Enquiry:</b> Use evidence to build up a picture of a past event Ask a variety of questions Use the library and internet for research</p> <p><b>Organisation and communication:</b> Recall, select and organise historical information</p> <p><b>Communicate knowledge through and understanding</b> through debate and drama</p>	<p><b>Y4:</b> <b>Locational knowledge, geographical language and enquiry</b></p> <p>Link words to topic e.g. contour, height, valley</p> <p>Name the rivers of the UK and describe the impact on the human and physical geography of the places they are found</p> <ul style="list-style-type: none"> <li>• Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there</li> </ul>	<p><b>Chronological Understanding:</b> Place events from period studied on a time-line.</p> <p><b>Range and depth of historical knowledge:</b> Use evidence to reconstruct life in time studied. Look for links and effects in time studied</p> <p><b>Interpretations of History:</b> Look at the evidence available</p> <p><b>Historical Enquiry:</b> Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions</p> <p><b>Organisation and communication:</b> Communicate knowledge and understanding through... Writing, fieldwork</p>	<p>to show results, write views to local paper</p> <p><b>Fieldwork / mapwork / atlas work</b></p> <p>Draw and use more detailed field sketches and diagrams, using symbols for a key</p> <ul style="list-style-type: none"> <li>• Observe, measure and record the human features in the local area responding to a range of geographical question</li> <li>• Draw maps more accurately plan view (from above) and use a key accurately</li> </ul> <p><b>Y4:</b> <b>Locational knowledge, geographical language and enquiry</b></p> <p>Identify and explain different views of people including themselves</p> <ul style="list-style-type: none"> <li>• Collect and record evidence: show questionnaire results in simple chart or colour coded maps which demonstrate patterns</li> <li>• Communicate in ways appropriate to task and audience</li> </ul> <p><b>Fieldwork / mapwork / atlas work</b></p> <ul style="list-style-type: none"> <li>• Draw an accurate map – develop more complex key use contents/index to locate position of location including page/coordinates</li> <li>• Locate and name geographical features on an Ordnance Survey map</li> </ul>
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		another, identifying countries or significant landmarks that are passed Locate the countries of Europe, North and South America				
<b>English</b> <b>(Power of Reading)</b>  <b>Spelling – No nonsense Y3 plan. (Y4 plan in CYCLE A)</b>	<b>Ug Boy Genius of the Stone Age</b>  Opportunities: - Information writing - Persuasive <b>Charlotte’s Web</b>	<b>African Tales</b>  Opportunities - Newspaper article - Poetry	<b>Krindlekrax</b>  Opportunities - Non-chronological report - Narrative Recount	<b>Tales of Wisdom and Wonder</b>  Opportunities - Diary - Instructions  <b>The Sun is laughing</b> Opportunities - Poetry	<b>The Bluest of Blues</b>  Opportunities - Biography - Non-Fiction	<b>The Wild Robot</b>  Opportunities – narrative - Play script
<b>Maths</b> <b>Maths No Problem</b>	<b>Numbers up to 1000/10,000</b> <b>Addition and subtraction</b>	<b>Addition and subtraction</b> <b>Multiplication and Division</b>	<b>Multiplication and division</b> <b>Length and Mass</b> <b>Graphs</b>	<b>Fractions</b> <b>Mass</b> <b>Volume</b>	<b>Money</b> <b>Time</b> <b>Area</b> <b>Roman Numerals</b>	<b>Angles</b> <b>Line and shape</b> <b>Perimeter</b> <b>Decimals</b> <b>Graphs</b>
<b>Science</b>	<b>Animals including humans (Y3 and Y4 topics)</b> <b>NC LINKS</b> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  identify that humans and some other animals have skeletons and muscles for support, protection and movement  describe the simple functions of the basic parts of the digestive system in humans  identify the different types of teeth in humans and their simple functions  construct and interpret a variety of food chains, identifying producers, predators and prey  <b>SKILLS</b> asking relevant questions and using different types of scientific enquiries to answer them  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	<b>Electricity</b> <b>NC Links</b> identify common appliances that run on electricity  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  recognise some common conductors and insulators, and associate metals with being good conductors  <b>SKILLS</b> setting up simple practical enquiries, comparative and fair tests  making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		<b>Plants</b> <b>NC Links</b> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  <b>Skills</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  recording findings using simple scientific language, drawings, labelled diagrams, reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	<b>All Living Things</b> <b>NC Links</b> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things  <b>Skills</b> asking relevant questions and using different types of scientific enquiries to answer them gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams identifying differences, similarities or changes related	

		using straightforward scientific evidence to answer questions or to support their findings	identifying differences, similarities or changes related to simple scientific ideas and processes	to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings
<b>Design and Technology</b>	<p align="center"><b>Create an Iron Age feast</b></p> <p><b>NC LINKS:</b>  <b>Make</b>  select from and use a wider range of tools and equipment to perform practical tasks accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  <b>Cooking &amp; Nutrition</b>  understand and apply the principles of a healthy and varied diet  cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet  become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]  understand the source, seasonality and characteristics of a broad range of ingredient  <a href="#">Progressive skills</a>  <b>Y3</b>  <b>Developing, planning and communicating ideas</b>  Generate ideas for and items considering its purpose and the user/s  Plan the order of their work before starting  Working with tools, equipment and materials to make quality products (Inc. food)  <b>Select tools and techniques or making their product</b>  Work carefully and accurately with a range of simple tools  Demonstrate hygienic food preparation and storage  Evaluating processes and products  Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p><b>Y4</b>  <b>Developing, planning and communicating ideas</b></p>	<p><b>Light-Up Signs</b></p> <p><b>NC LINKS:</b>  <b>Design</b>  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  <b>Make</b>  select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p><b>Evaluate</b>  - investigate and analyse a range of existing products  - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technological Knowledge</b>  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use electrical systems in their products  <a href="#">Progressive skills</a>  <b>Y3</b>  Developing, planning and communicating ideas  - Generate ideas for an item, considering its purpose and the user/s.  - Identify a purpose and establish criteria for a successful product.  - Plan the order of their work before starting.  - Explore, develop and communicate design proposals by modelling ideas.  - Make drawings with labels when designing.  <b>Working with tools, equipment and materials to make quality products (Inc. food)</b>  - Select tools and techniques for making their product.  - Measure, mark out, cut, score and assemble components with more accuracy  - Work safely and accurately with a range of simple tools  - Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.  <b>Evaluating processes and products</b>  Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p><b>Y4</b>  <b>Developing, planning and communicating ideas</b>  - Generate ideas, considering the purposes for which they are designing.</p>	<p align="center"><b>Design a pencil case</b></p> <p><b>NC LINKS:</b>  <a href="#">Progressive skills</a>  <b>Design</b>  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>Make</b>  select from and use a wider range of tools and equipment to perform practical tasks accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  <b>Evaluate</b>  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><a href="#">Progressive skills</a>  <b>Y3</b>  <b>Developing, planning and communicating ideas</b>  - Generate ideas for an item, considering its purpose and the user/s.  - Identify a purpose and establish criteria for a successful product.  - Plan the order of their work before starting.  - Make drawings with labels when designing.  <b>Working with tools, equipment and materials to make quality products (Inc. food)</b>  Select tools and techniques for making their product.  - Work safely and accurately with a range of simple tools  - Measure, tape or pin, cut and join fabric with some accuracy  <b>Evaluating processes and products</b>  Evaluate their product against original design criteria e.g. how well it meets its intended purpose.  - Disassemble and evaluate familiar products.</p> <p><b>Y4</b>  <b>Developing, planning and communicating ideas</b>  - Generate ideas, considering the purposes for which they are designing.</p>	

	<p>Develop a clear idea of what has to be done planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p><b>Working with tools, equipment and materials to make quality products (Inc. food)</b> Select appropriate tools and techniques or making their product</p> <p><b>Evaluating processes and products</b> Evaluate their work both during and at the end of the assignment</p>		<p>- Make labelled drawings from different views showing specific features.</p> <p>- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>- Evaluate products and identify criteria that can be used for their own designs.</p> <p><b>Working with tools, equipment and materials to make quality products (Inc. food)</b> -- Select appropriate tools and techniques for making their product</p> <p>- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>- Join and combine materials and components accurately in temporary and permanent ways</p> <p>- Use simple graphical communication techniques</p> <p>- Evaluating processes and products</p> <p>- Evaluate their work both during and at the end of the assignment</p> <p>- Evaluate their products carrying out appropriate tests</p>		<p>- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>- Evaluate products and identify criteria that can be used for their own designs.</p> <p>Working with tools, equipment and materials to make quality products (Inc. food)</p> <p>-- Select appropriate tools and techniques for making their product</p> <p>- Join and combine materials and components accurately in temporary and permanent ways</p> <p>- Sew using a range of different stitches, weave and knit</p> <p>- Measure, tape or pin, cut and join fabric with some accuracy</p> <p><b>Evaluating processes and products</b> - Evaluate their work both during and at the end of the assignment</p> <p>- Evaluate their products carrying out appropriate tests</p>	
<b>Computing</b>	<b>Digital Literacy</b> Using a computer efficiently Word Processing	<b>Digital Literacy</b> Internet Safety Send Emails	<b>Computer Science 1</b> Purple Mash 3.7	<b>Digital Literacy</b> Combining and Presenting Multimedia (editing images).	<b>Digital Literacy</b> Working with numbers. Create bar charts using a spreadsheet.	<b>Computer Science 2</b> Purple Mash – 4.5 Logo
<b>R.E. SACRE (based on the Warwickshire agreed syllabus)</b>	<p><b>Why are festivals important to religious communities?</b></p> <p><b>Outcomes</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals</p> <ul style="list-style-type: none"> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</li> </ul>		<p><b>Why is the Bible important to some Christians today?</b></p> <p><b>Outcomes</b> - Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation</p> <ul style="list-style-type: none"> <li>• Give examples of how and suggest reasons why Christians use the Bible today</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression</li> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right</li> </ul>	<p><b>What can we learn from religion about what is right and wrong?</b></p> <p><b>Outcomes</b> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>Make connections between stories of temptation and why people can find it difficult to be good</p> <p>Give examples of ways in which some inspirational people have been guided by their religion</p> <p>Discuss their own and others' ideas about how people decide right and wrong</p>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <p><b>Outcomes</b> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <ul style="list-style-type: none"> <li>• Describe some ways in which Christian express their faith through hymns and modern worship songs</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</li> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</li> </ul>	<p><b>Why do people think life is a journey?</b></p> <p><b>Outcomes</b> Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <ul style="list-style-type: none"> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</li> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</li> </ul>
<b>Art and Design</b>	<p><b>Portraiture including sculpture</b></p> <p><b>NC Links:</b> to create sketch books to record their observations and use them to review and revisit ideas</p>		<p><b>Roman mosaics - Printing.</b></p> <p><b>NC Links:</b> to create sketch books to record their observations and use them to review and revisit ideas</p>		<p><b>Using horticulture in art / tone</b></p> <p><b>NC Links:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  
about great artists, architects and designers in history.

#### Progressive skills

#### Y3

##### Exploring and developing ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

##### Evaluating and developing work

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

##### Drawing

Experiment with different grades of pencil and other implements.

- Plan, refine and alter their drawings as necessary.
- Use their sketchbook to collect and record visual information from different sources.
- Draw for a sustained period of time at their own level.
- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

##### 3D Form

Join clay adequately and work reasonably independently.

- Construct a simple clay base for extending and modelling other shapes.
- Make a simple papier mache object.
- Plan, design and make models.

##### Breadth of Study

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

#### Y4

##### Exploring and developing ideas

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

##### Evaluating and developing work

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

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#### Progressive skills

#### Y3

##### Exploring and developing ideas

• Question and make thoughtful observations about starting points and select ideas to use in their work.

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

##### Evaluating and developing work

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

##### Painting

- Mix a variety of colours and know which primary colours make secondary colours.
- Use a developed colour vocabulary.

##### Printing

- Print using a variety of materials, objects and techniques including layering.
- Talk about the processes used to produce a simple print.
- to explore pattern and shape, creating designs for printing.

##### Breadth of Study

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.

- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

#### Y4

##### Exploring and developing ideas

• Question and make thoughtful observations about starting points and select ideas to use in their work.

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

##### Evaluating and developing work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.

##### Painting

- Make and match colours with increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade, hue.

##### Printing

- Research, create and refine a print using a variety of techniques.

about great artists, architects and designers in history.

#### Progressive skills

#### Y3

##### Exploring and developing ideas

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

##### Evaluating and developing work

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

##### Drawing

Experiment with different grades of pencil and other implements.

- Plan, refine and alter their drawings as necessary.
- Use their sketchbook to collect and record visual information from different sources.
- Draw for a sustained period of time at their own level.
- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

##### Painting

- Mix a variety of colours and know which primary colours make secondary colours.
- Use a developed colour vocabulary.
- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
- Work confidently on a range of scales e.g. thin brush on small picture etc.

##### Textiles / Collage

- Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.
- Name the tools and materials they have used.
- Develop skills in stitching. Cutting and joining.
- Experiment with a range of media e.g. overlapping, layering etc.

##### Breadth of Study

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

#### Y4

##### Exploring and developing ideas

Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Collect images and information independently in a sketchbook.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul> <p><b>Breadth of Study</b></p> <ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> </ul> <p><b>Breadth of Study</b></p> <ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Collect images and information independently in a sketchbook.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> </ul> <p><b>Textiles / collage</b></p> <ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with paste resist.</li> </ul> <p><b>Breadth of Study</b></p> <ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>			
<b>Music</b>	<b>Musical signals</b>	<b>Harvest &amp; Christmas Celebrations</b>	<b>Arrangement / Garage Band</b>	<b>Easter Celebrations</b>	<b>Presenting Poems/Summer Show/Harmonies within songs and music</b>	
<b>Physical Education</b>	<b>Invasion Games – passing, defending, attacking, competitive team games</b>	<b>Net /Wall games OAA</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Striking and fielding Games Swimming</b>	<b>Athletics and Sports day prep</b>
<b>French</b>  Primary Languages Network  <b>NC Links</b>  <b>Listening &amp; Comprehension</b>	<b>Getting to know the class</b> L - Can identify four classroom objects  S - Can say three sentences accurately to describe myself (e.g. name/ age/ where live/ feelings / a like)  R - Can identify four school signs	<b>Days in the town</b> L - Can understand the question "Where is ...?" used with three shops in town Can understand and respond to two directions S - Can ask the question "Where is + four shops in town"	<b>Alien family and other animals</b> L - Can draw a monster/alien based on a simple description of a monster's/alien's body with only one omission S - Can name four body part nouns R - Can read three body part nouns cards and place on a skeleton diagram W - Can write a simple sentence using a noun followed by a verb	<b>Aliens, physical puppets and performance</b> L - Can draw a monster/alien based on a simple description of a monster's/alien's body with only one omission S - Can name four body part nouns R - Can read three body part nouns cards and place on a skeleton diagram	<b>Ice-cream, fruit and vegetable flavours</b> L - Can understand three weather phrases S - Can ask what the weather is like and can give a response that has limited errors - Can ask for an ice cream politely with limited errors R - Can read three familiar flavours of ice creams and match to pictures	<b>Going on a jungle journey</b> L - Can identify three jungle animals and their colour from a selection of coloured jungle animals by listening to simple sentences describing an animal S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal with limited errors

<p><b>Speaking</b></p> <p><b>Reading &amp; Comprehension</b></p> <p><b>Writing</b></p>	<p>- Can find a new classroom objects or classroom furniture in a bilingual dictionary.</p> <p>W - Can spell accurately three classroom objects W - Can write two sentences about "myself " with no mistakes.</p>	<p>- Can give directions to three places (italics mean optional)</p> <p>R - Can read three signs for shops</p> <p>W - Can write accurately the names of two shops from memory with no errors</p>	<p>followed by an adjective to describe a monster/alien. Spelling of most words is accurate</p>	<p>W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a monster/alien. Spelling of most words is accurate</p>	<p>W - Can write three ice cream flavours accurately</p>	<p>R - Can read two sentences describing two jungle animal and find the matching pictures</p> <p>W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate.</p>
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