

Year 3 & 4 Britain Through the Ages

English NC Objectives

Reading

Pupils should be taught to:

- ✚ develop positive attitudes to reading and understanding of what they read by:
- ✚ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✚ reading books that are structured in different ways and reading for a range of purposes
- ✚ using dictionaries to check the meaning of words that they have read
- ✚ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ✚ identifying themes and conventions in a wide range of books
- ✚ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ✚ discussing words and phrases that capture the reader's interest and imagination
- ✚ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ✚ understand what they read, in books they can read independently,
- ✚ retrieve and record information from non-fiction
- ✚ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

✚ Writing

Pupils should be taught to:

- ✚ plan their writing
- ✚ organise paragraphs around a theme
- ✚ in narrative, create settings, characters and plot
- ✚ in non-narrative material, use simple organisational devices
- ✚ evaluate and edit
- ✚ propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✚ proof-read for spelling and punctuation errors
- ✚ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- ✚ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ✚ using the present perfect form of verbs in contrast to the past tense
- ✚ choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ✚ use conjunctions, adverbs and prepositions to express time and cause
- ✚ use fronted adverbials
- ✚ use commas after fronted adverbials
- ✚ indicate possession by using the possessive apostrophe with plural nouns
- ✚ use and punctuating direct speech
- ✚ use and understand the grammatical terminology

Books

The Wizards of Once
Cogheart

Genres

Fiction
Newspaper Report
Diary
Poetry

Science

Working Scientifically

- ✚ asking relevant questions and using different types of scientific enquiries to answer them
- ✚ 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
- ✚ 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, keys, bar charts, and tables
- ✚ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ✚ **(not using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions)**
- ✚ identifying differences, similarities or changes related to simple scientific ideas and processes
- ✚ using straightforward scientific evidence to answer questions or to support their findings

✚ Y4 – Circle of Life

- ✚ 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

✚ Y4 – A world of Living Things

- ✚ Living things and their habitats
- ✚ 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

Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

History

Pupils should be taught to:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

A study of The Industrial Revolution
A local history Study – The Shoe Industry

Art and Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ✚ to create sketch books to record their observations and use them to review and revisit ideas
- ✚ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ✚ about great artists, architects and designers in history

Study of British Artists

Replicating sculptures in the local area

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ✚ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ✚ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ✚ listen with attention to detail and recall sounds with increasing aural memory
- ✚ use and understand staff and other musical notations
- ✚ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ✚ develop an understanding of the history of music.

RE

Outcomes

Incarnation

- ✚ Identify the difference between a Gospel and a letter
- ✚ Offer suggestions about what texts about baptism and the Trinity might mean
- ✚ Give examples of what these texts mean to some Christians today
- ✚ Describe how Christians show their beliefs about God and the Trinity in worship and in the way they live
- ✚ Make links between some Bible texts studied.

Creation

- ✚ Place concepts of God and Creation on a timeline of the Bible's Big Story
- ✚ Make clear links between Genesis 1 and what Christians believe about God and Creation
- ✚ Describe what Christians do because they believe God is Creator
- ✚ Ask questions about what might be important in the Creation story for Christians living today and for non-Christians.

Computing

Pupils should be taught to:

- ✚ design, write and debug programs that accomplish specific goals
- ✚ use sequence, selection, and repetition in programs;
- ✚ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ✚ understand computer networks including the internet
- ✚ use search technologies effectively
- ✚ select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ✚ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ✚ use running, jumping, throwing and catching in isolation and in combination
- ✚ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- ✚ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ✚ perform dances using a range of movement patterns
- ✚ take part in outdoor and adventurous activity challenges both individually and within a team
- ✚ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Value Opportunities

Our values for this term are Hope and Tolerance.

Hope

Job 11:18 And you will feel secure, because there is hope; you will look around and take your rest in security.

Feeling the security of being back at school through Collective Worship and stories and discussion.

Tolerance

Hebrews 12:14 Strive for peace with everyone, and for the holiness without which no one will see the Lord.

Working in groups within the classroom or outside. Listening to stories and discussion in Collective Worship and class.

Spirituality Opportunities

Children will have opportunities to sit and reflect during Collective Worship and in class. They will have opportunities to share their experiences with others and talk about what brings them hope.