

Science

Year 3 and 4 - Working scientifically

I can ask relevant scientific questions.
I can use observations and knowledge to answer scientific questions.
I can set up a simple enquiry to explore a scientific question.
I can set up a test to compare two things.
I can set up a fair test and explain why it is fair.
I can make careful and accurate observations, including the use of standard units.
I can use equipment, including thermometers and data loggers to make measurements.
I can gather, record, classify and present data in different ways to answer scientific questions.
I can use diagrams, keys, bar charts and tables; using scientific language.
I can use findings to report in different ways, including oral and written explanations, presentations.
I can draw conclusions and suggest improvements.
I can make a prediction with a reason.
I can identify differences, similarities and changes related to an enquiry.

Year 3/4- Animals, including humans

I can 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. (Y3)
I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)
I can identify and name the parts of the human digestive system. (Y4)
I can describe the functions of the organs in the human digestive system. (Y4)
I can identify and describe the different types of teeth in humans. (Y4)
I can describe the functions of different human teeth. (Y4)
I can use food chains to identify producers, predators and prey. (Y4)
I can construct food chains to identify producers, predators and prey. (Y4)

Activity

How liquids affect teeth experiment.
Model of the digestive system.
Healthy choices, nutrition.

Spring Term – Y3/4 Think Big



Projects

LAUNCH: Art sculptures – planets.

TRIP: Magma museum/Local study TBC.

CELEBRATION: Gingerbread creations – bake off!

PE

Year 3/4

NAPA – Ballet (dance)

I can take the lead when working with a partner or a group.
I can use dance to communicate an idea.

Activity

Sequences choreographed to tracks from The Greatest Showman.

RE

Objectives within the ER 2016
Agreed Syllabus.

History

Year 3/4

I can describe events from the past using dates when things happened. (Y3)
I can use a timeline within a specific period of history to set out the order that things may have happened. (Y3)
I can use my mathematical knowledge to work out how long ago events happened. (Y3)
I can use research skills to find answers to specific historical questions. (Y3)
I can research in order to find similarities and differences between two or more periods of history. (Y3)
I can plot events on a timeline using centuries. (Y4)
I can use my mathematical skills to round up time differences into centuries and decades. (Y4)
I can explain how historic items and artefacts can be used to help build up a picture of life in the past. (Y4)

Activity

History of space exploration timelines.
Greek inventions and The Trojan War.
Whaling & Local Study

Art

Year 3/4

I can sculpt clay and other mouldable materials. (Y4)
I can use marks and lines to show texture in my art. (Y4)
I can evaluate my art work.

Activity

Sculpture- papier-mâché model planets (launch day).

Music

Year 4 (wider opportunities- violins)

I can perform a simple part rhythmically.
I can sing songs from memory with accurate pitch.
I can improvise using repeated patterns.
I can use notation to record and interpret sequences of pitches.
I can use notation to record compositions in a small group or on my own.
I can explain why silence is often needed in music and explain what effect it has.
I can identify the character in a piece of music.
I can identify and describe the different purposes of music.

Year 3

I can sing a tune with expression.
I can use musical words to describe a piece of music and composition.
I can use musical words to describe what I like and do not like about a piece of music.
I can improve my work; explaining how it has been improved.

Activity

Dragon song.

Computing

Year 3/4

Information technology

I can use a range of software for similar purposes.
I can collect information.
I can design and create content.
I can present information.
I can search for information on the web in different ways.
I can manipulate and improve digital images.

Digital Literacy

I use technology respectfully and responsibly.
I know different ways I can get help if I am concerned.
I can discern where it is best to use technology and where it adds little or no value.
I recognise acceptable and unacceptable behaviour using technology.

Activity

App smash to present learning combining a variety of apps.

PSHE

Is taught through other subjects, whole school activities and classroom: personal change zone and character virtues.

French

Year 3/4

Spoken language

- I can name and describe people.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I can use a bilingual dictionary or glossary to look up new words.
- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.

Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.

DT

Year 3/4

I can prove that my design meets some set criteria. (Y3)
I can follow a step-by-step plan, choosing the right equipment and materials. (Y3)
I can design a product and make sure that it looks attractive. (Y3)
I can select the most appropriate tools and techniques for a given task. (Y3)
I can describe how food ingredients come together. (Y3)
I can use ideas from other people when I am designing. (Y4)
I can produce a plan and explain it. (Y4)
I can evaluate and suggest improvements for my designs. (Y4)
I can evaluate products for both their purpose and appearance. (Y4)
I can explain how I have improved my original design. (Y4)
I can present a product in an interesting way. (Y4)
I can measure accurately. (Y4)
I can persevere and adapt my work when my original ideas do not work. (Y4)
I know how to be both hygienic and safe when using food. (Y4)

Activity

Gingerbread model

Geography

Year 3/4

I can use an atlas by using the index to find places. (Y3)
I can use the correct geographical words to describe a place. (Y3)
I can carry out research to discover features of villages, towns or cities. (Y4)
I can use grid references on a map. (Y3)
I can name a number of countries in the northern hemisphere. (Y3)
I can name and locate the capital cities of neighbouring European countries. (Y3)
I can explain why people may be attracted to living in cities. (Y4)
I can plan a journey to a place in England. (Y4)
I can explain why people may be attracted to living in one place rather than another. (Y4)
I know the countries that make up the European Union. (Y4)