



Scientific enquiry skills should permeate throughout all Science learning

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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
- 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

SPACE JAM (4)

DESIGN TECHNOLOGY	<p>Textiles – team t-shirt</p> <ul style="list-style-type: none"> -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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including textiles according to their functional properties and aesthetic qualities -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 -understand how key events and individuals in design and technology have helped shape the world
PE	<ul style="list-style-type: none"> -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -use running, jumping, throwing and catching in isolation and in combination
ENGLISH	<p>Autobiography (of a famous basketball player)</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Through reading:</p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction <p>For more detail, please refer to topic learning pathways</p>
Computing	<ul style="list-style-type: none"> -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content



WALK LIKE AN EGYPTIAN (6)	
HISTORY	-The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of, Ancient Egypt
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> -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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities --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 -understand how key events and individuals in design and technology have helped shape the world -apply their understanding of how to strengthen, stiffen and reinforce more complex structures
ENGLISH	<p>Context for writing: Diary Entry (recount of the discovery of Tutankhamen’s tomb) For more detail, please refer to topic learning pathways</p>
Computing	-select, use and combine a variety of software (including internet services) 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

LOOK AT THE STATE WE’RE IN (6)	
SCIENCE	<ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
CITIZENSHIP/RE	<p>Developing good relationships and respecting the differences between people Pupils should be taught:</p> <ul style="list-style-type: none"> -that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; -to think about the lives of people living in other places and times, and people with different values and customs; -to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; -to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; -to recognise and challenge stereotypes;



	<ul style="list-style-type: none"> -that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; -where individuals, families and groups can get help and support.
ENGLISH	<p>Context for writing: Non Chronological Report (persuasive leaflet to help charity) For more detail, please refer to topic learning pathways</p>
Computing	<ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) 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

WRITTEN IN STONE (4)	
HISTORY	-changes in Britain from the Stone Age to the Iron Age (refer to non-statutory examples)
CITIZENSHIP/RE	<p>Preparing to play an active role as citizens Pupils should be taught:</p> <ul style="list-style-type: none"> -to research, discuss and debate topical issues, problems and events; -why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; -to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; -that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; -to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; -to resolve differences by looking at alternatives, making decisions and explaining choices; -what democracy is, and about the basic institutions that support it locally and nationally; -to recognise the role of voluntary, community and pressure groups; - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; -that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; -to explore how the media present information.
ENGLISH	<p>Context for writing: Non fiction (lift the flap book) For more detail, please refer to topic learning pathways</p>
Computing	<ul style="list-style-type: none"> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

LASHINGS OF GINGER BEER (6)	
GEOGRAPHY	Name and locate countries and cities in 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	A local history study (Refer to non-statutory examples)
ENGLISH	<p>Narrative – a story within a local historical setting Plan writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar



	<p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme -in narratives, creating settings, characters and plot <p>Evaluate by:</p> <ul style="list-style-type: none"> -reading 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 -Develop understanding of the concept of using and punctuating direct speech <p>For more detail, please refer to topic learning pathways</p>
Computing	<ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) 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 -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

ART (4)	
ART	<p>3D</p> <ul style="list-style-type: none"> -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] - taught about great artists, architects and designers in history.
MATHS	<ul style="list-style-type: none"> -draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - measure the perimeter of simple 2-D shapes
ENGLISH	<p>Instruction text (how to draw like Escher)</p> <p>For more detail, please refer to topic learning pathways</p>
Computing	<ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) 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

HEATHLAND HEROES (4)	
SCIENCE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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



	<ul style="list-style-type: none"> -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 -construct and interpret a variety of food chains, identifying producers, predators and prey. -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animal
GEOGRAPHY	<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, graphs and digital technologies</p> <ul style="list-style-type: none"> -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
ENGLISH	<p>Non Chronological text (guide book)</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Through reading:</p> <ul style="list-style-type: none"> -retrieve and record information from non-fiction <p>For more detail, please refer to topic learning pathways</p>
Computing	<ul style="list-style-type: none"> -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

YOU'RE HIRED (2)	
MATHS	<ul style="list-style-type: none"> - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - add and subtract amounts of money to give change, using both £ and p in practical contexts
CITIZENSHIP/RE	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to talk and write about their opinions, and explain their views, on issues that affect themselves and society; - to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; - to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; - to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; - about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;



	- to look after their money and realise that future wants and needs may be met through saving.
ENGLISH	Letter writing (Job application) For more detail, please refer to topic learning pathways

DISCRETE Learning

Music Curriculum

- 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
- 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.

PE Curriculum

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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

Science Curriculum:

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.