

	<p>Use a visual diary to record media explorations as well as try out ideas, plan colours and collect source material for future works. Identify interesting aspects of objects as a starting point for work. Make notes in a visual diary about techniques used by artists. Annotate ideas for improving my work through keeping notes in a visual diary (developed throughout term) look at examples of Impressionist picture - choose one to describe (cold write)</p> <p>Introduce where and when the movement started</p> <p>Y4 Cold evaluative and appreciative piece of work completed. Looking at impressionist art and the features present - Colours, brush strokes, techniques used.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Use a range of brushes to demonstrate the types of marks made. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. look at different ways of applying paint</p> <p>Y4 What does 3D mean? Look at a range of pieces of 3D art, from drawings to models and sculptures.</p> <p>We will select and record our ideas in our sketchbook, together with notes and ideas about our work and any information we find out about specific artists</p>	<p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Work confidently on a range of scales e.g. thin brush on small paper etc.</p> <p>Y4 Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Make notes in a visual diary about techniques used by artists. Begin to show an awareness of working in 3D through a variety of different processes such as drawing, shading, molding etc...</p> <p>Annotate ideas for improving my work through keeping notes in a visual diary (developed throughout term)</p>	<p>Take photographs and explain my creative vision. Use a video camera as part of the recording process. Select an image of a landscape they would like to work on. Zoom in and out on the image to see how it looks close up and far away, what are the differences, how does this compare to Impressionists work</p> <p>How did impressionism develop over time?</p> <p>Y4 Question and make thoughtful observations about starting points and select ideas to use in their work. Using their diaries to make notes and plan the steps and processes they have followed.</p>	<p>Use a visual diary to record media explorations as well as try out ideas, plan colours try sections of the photograph they have chosen using impressionist style, experiment with colour and technique</p> <p>Y4 Explore the roles and purposes of artists, craftspeople and designers from different cultures and eras</p>	<p>Develop large scale work based on their photographs and experimentations Apply techniques to show light using paint Record photos in visual diary and add evaluations</p> <p>Y4 Show an understanding of shape, space and form. Make informed choices about the 3D technique chosen.</p>
Music	<p>Y3 Describe different purposes of music in history/ other cultures. Introduce impressionism in music - Debussy. Listen to Claire de la Lune. How does it make them feel? Use sentence stems.</p> <p>Y4 Describe different purposes of music in history/ other cultures. Introduce impressionism in music - Debussy. Listen to Claire de la Lune. How does it make them feel? Use taps to keep a steady pulse. Move hands to show shapes in pitch</p>	<p>Y3 Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Debussy. Listen to Claire de la Lune. How many beats in the bar? Clap and count show how to draw notation</p> <p>Y4 Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Debussy. Listen to Claire de la Lune. How many beats in the bar? Clap and count show how to draw notation, look at notation for rests and clap patterns</p>	<p>Y3 Sing simple songs with others or individually, remembering the melody and keeping in time. Perform in tune and with expression. Pronounce the words in a song clearly (diction) Learn Au claire de la lune - traditional french song from 1800s Use hands to indicate pitch</p> <p>Y4 Sing a range of songs in tune with expression, as part of a group or individually. Learn Au claire de la lune - traditional french song from 1800s Use hands to indicate pitch Clap rhythms and look at notation</p>	<p>Y3 Play notes on instruments clearly and include steps/ leaps in pitch. Play first phrase on tuned percussion using three notes CAB look at step and leap in melody</p> <p>Y4 Perform with control and awareness of what others are playing. Play first phrase on tuned percussion using three notes CAB look at step and leap in melody Improvise by playing one note differently each time</p>	<p>Y3 Start to use musical dimensions vocabulary to describe music—pitch, dynamics, tempo, texture, structure. Experiment with their own performance of Au claire de la lune try changing dynamics and tempo, what effect does this give</p> <p>Y4 Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, harmony. Experiment with playing chords - play melody of Au claire de la lune one third higher, then play together with a friend, how does it sound? Change other elements of performance.</p>	<p>Y3 Sing simple songs with others or individually, remembering the melody and keeping in time. Perform in tune and with expression. Devise own performance using the elements covered. Evaluate performances</p> <p>Y4 Sing simple songs with others or individually, remembering the melody and keeping in time. Perform in tune and with expression. Devise own performance using the elements covered. Evaluate performances</p>
Science	<p>Y3 light What is light? Where does light come from?</p> <ul style="list-style-type: none"> Demo: show light sources in a dark room (Observe that light travels out from a light source). Build the idea of more light; less light. Build model of energy transfer Blindfold games. Need light to see. Classify/sort sources of light into natural/man-made Sequence sources of light into brightest/dimmest <p>Y4 Living things and their habitats - covered in Forest School.</p>	<p>Y3 light Why can strong light be dangerous?</p> <ul style="list-style-type: none"> Explain dangers to the eyes & skin. Discuss use of sunglasses and sunscreen. Mention UV light. Demo: use very strong light source Develop sun safety posters. Research. Show safe ways to look at the sun Investigate: what happens to our eyes when we shine a light into them (observe, develop descriptive language) Make sunglasses using various grades of translucent materials (plus 	<p>Y3 light What is a shadow?</p> <ul style="list-style-type: none"> Shine a torch/projector on a screen. Place objects between. Notice the shadow is similar in shape to the object. Predict shadow when moving objects. Show time-lapse photography of sundials with shadow. Explain. 'Jump on shadows' game. Make shadow puppets. <p>Y4 Living things and their habitats. - covered in Forest School.</p>	<p>Y3 light How can we change a shadow?</p> <ul style="list-style-type: none"> Fair test. What happens to the shadow when the light source rotates around an object? Link to math challenge Fair test: What happens to the size of the shadow when an object moves closer to a light source? Link to math challenge e.g. reading scales on a ruler <p>Y4 Living things and their habitats. - covered in Forest School.</p>	<p>Y3 light What materials reflect light? Demo: reflection using a torch (pin hole) and a mirror onto a screen.</p> <ul style="list-style-type: none"> Discuss why reflection changes as the angle of the mirror is changed. Play mirror games Make the best mirror. Start with crumpled tin foil. Predict reflection from a variety of materials / objects. Which is the most reflective? <p>Y4 Living things and their habitats. - covered in Forest School.</p>	<p>Y3 light What materials let light through?</p> <ul style="list-style-type: none"> Fair test. What happens to the amount of light passing through when we darken the water? Measure light intensity (data logger) transmitted through water when adding increasing drops of dilute food colouring. Classify materials/objects into opaque, translucent and transparent. Which let most light through? <p>Y4 Living things and their habitats. - covered in Forest School.</p>

		opaque & transparent). Which are best? Y4 Living things and their habitats - - covered in Forest School.					
Computing	Y3 Design, write and debug programs that accomplish specific goals. Using Turtle Logo. create and debug an algorithm using the move and rotate commands. Y4 - Programming, logical thinking and problem solving: Design, write and debug programs that accomplish specific goals.	Y3 Design, write and debug programs that accomplish specific goals. -Controlling or simulating physical systems. Using Turtle Logo. create and debug an algorithm using the move, rotate and repeat commands. Y4 - Programming, logical thinking and problem solving: Design, write and debug programs that accomplish specific goals.	Y3 Design, write and debug programs that accomplish specific goals. -Controlling or simulating physical systems. -Solve problems by decomposing them into smaller Parts. Using Turtle Logo. create algorithms using penup and pendown. Y4 - Programming, logical thinking and problem solving: Design, write and debug programs that accomplish specific goals.	Y3 Design, write and debug programs that accomplish specific goals. -Solve problems by decomposing them into smaller parts. -Use sequence, selection and repetition in programs; work with variables. Using Turtle Logo.create and debug algorithms that draw regular polygons. Y4 - Programming, logical thinking and problem solving: Controlling or simulating physical systems.	Y3 Design, write and debug programs that accomplish specific goals. -Work with various forms of input and output. Using Scratch. • To create and debug algorithms that draw shapes. Y4 - Programming, logical thinking and problem solving: Solve problems by decomposing them into smaller parts.	Y3 Design, write and debug programs that accomplish specific goals. -Work with various forms of input and output. Using Scratch. • To create and debug algorithms that draw regular polygons Y4 - Programming, logical thinking and problem solving: Use sequence, selection and repetition in programs; work with variables.	
PSHCE	Y3 Can I . . . ? Make informed choices. Begin to understand the concept of a 'balanced lifestyle'. Y4E -Safety, Physical health and safety, Anti-bullying.	Y3 Make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet. Y4 Safety, Physical health and safety, Anti-bullying.	Y3 Differentiate between the terms 'risk', 'danger' and 'hazard'. Y4 Safety, Physical health and safety, Anti-bullying.	Y3 Recognise, predict and assess risks in different situations and decide how to manage them responsibly. Y4 Safety, Physical health and safety, Anti-bullying.	Y3 Give a definition for the word 'drug' and recognise that drugs (including medicines) can be harmful to people. Y4 Safety, Physical health and safety, Anti-bullying.	Y3 Recognise the effects and risks of smoking and secondhand smoke. Identify the help available for people to remain smoke free or stop smoking. Y4 Safety, Physical health and safety, Anti-bullying.	
RE	Y3 Christianity I know that Christians think of God as having many attributes or characteristics, have much to thank him for and thank him in many ways such as through hymn, prayers and their way of life Y4 Christianity (God, Jesus, communities and lifestyle, festivals and celebrations).	Y3 Christianity I know that for Christians the Bible is the main source of information about God Y4 Christianity (God, Jesus, communities and lifestyle, festivals and celebrations).	Y3 Christianity I know something about the life of Jesus as revealed through the Bible I understand that Jesus can be seen in many different but complementary ways Y4 Christianity (God, Jesus, communities and lifestyle, festivals and celebrations).	Y3 Christianity I know that Jesus is thought of by Christians as the Son of God and Christ I understand that much of Christian worship centres on Jesus Y4 Christianity (God, Jesus, communities and lifestyle, festivals and celebrations).	Y3 Christianity I can explain that Christmas is important to Christians because it celebrates the birth of Jesus Y4 Christianity (God, Jesus, communities and lifestyle, festivals and celebrations).	Y3 Christianity I can describe that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions I can explain that the Bible is the source for information about Jesus' birth Y4 Christianity (God, Jesus, communities and lifestyle, festivals and celebrations).	
PE	Y3 Gymnastics Choose ideas to compose a movement sequence independently and with others. - Acquire and develop specific skills to show different shapes under control - Implement different shapes whilst keeping control over your balance Y4 Gymnastics Create a sequence of actions that fit a theme.	Y3 Gymnastics Link combinations of actions with increasing confidence, including changes of direction, speed or level. -To be able to perform four different balances using points of the body -Show good posture, with legs and arms straight and fingers and toes pointing Y4 Gymnastics Improve the placement and	Y3 Gymnastics Develop the quality of their actions, shapes and balances. Move with coordination, control and care. -Travel in different directions at high and low heights - Implement body management using travelling at different heights, maintaining good posture Y4 Gymnastics Show changes of direction,	Y3 Gymnastics Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. - Move with confidence, imagination and maintain good body posture - Combine 2-3 shapes/movements/jumps individually with confidence Y4 Gymnastics Move with clarity, fluency and	Y3 Gymnastics Begin to use equipment to vault. -To create sequences that meet set conditions, and perform linking movements fluently -Make up a sequence on the floor and a sequence on apparatus and link sequences together -Develop and refine a range of landing skills from different heights - Develop landing using control and accuracy from floor level to bench height	Y3 Gymnastics Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. -Work in pairs cooperatively vary actions and movements -Demonstrate gymnastic shapes & movements with a partner using unison Y4 Gymnastics Begin to develop good technique	

	<p>purposes of artists, craftspeople and designers from different cultures and eras. Understand the viewpoints of others by looking at images of people and discussing what the artist is trying to express in their work.</p> <p>Salvedore Dali</p> <p>Y4 Plan our animal sculpture looking at different 3D techniques and strategies using our VD to plan processes.</p>	<p>Use the printed images I take with a digital camera and combine them with other media to produce art work. Use the internet to research an artist or style of art.</p> <p>Explore their own dreams, what kinds of images come into mind, research using ipads and sketches</p> <p>Y4 Plan our animal sculpture looking at different 3D techniques and strategies using our VD to plan processes.</p>	<p>Take photographs and explain my creative vision. Use a video camera as part of the recording process.</p> <p>Make decisions on combinations of images, how will they be connected or disconnected, how will their size influence their importance? Background or foreground images?</p> <p>Y4 Follow their plan to design, make their model using a range of materials and techniques.</p>	<p>Produce dream images using online editing tools Explain choices and representations in visual diary</p> <p>Y4 Follow their plan to design, make their model using a range of materials and techniques.</p>	<p>Use images to produce large scale work, planning composition related to the meaning of the images. Which ar large small, foreground background</p> <p>Y4 Talk about their work, understanding that it has been sculpted, modelled or constructed. Use evaluative and appreciative language to review their sculpture.</p>	<p>Continue to develop their dreamscapes, evaluate their choices and justify their process of choice, add thoughts to visual diary</p> <p>Y4 Use evaluative and appreciative language to review their sculpture and improve upon it.</p>	<p>Compare the work of different artists and explore work from other cultures/periods of time. Which ones have they liked, can they present an argument for their choice, develop int debate style discussion using oracy sentence stams</p> <p>Y4 Display their model in a gallery-like showcase where the children can show their work as well as appreciating and evaluating others.</p>
Music	<p>Y3 Compose and perform melodies using two or three notes.</p> <p>Y4 Compose and perform melodies using three or four notes.</p>	<p>Y3 Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Y4 Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p>	<p>Y3 Effectively choose, order, combine and control sounds (texture/ structure).</p> <p>Y4 Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Y3 Know the number of beats in a minim, crotchet, quaver and semibreve . Revise musical terms</p> <p>Y4 Combine sounds expressively (all dimensions). Revise musical terms</p>	<p>Y3 Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Y4 Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance.</p>	<p>Y3 Use silence for effect and know symbol for a rest (duration).</p> <p>Y4 use written notation to record pitch and rhythm of melody with 4 notes. Add a drone</p>	<p>Y3 Perform written compositions</p> <p>Y4 Know that sense of occasion affects performance. Perform written compositions</p>
Science	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4 - What is a food chain? Develop a 'model' of food chain. Link into a food chain. Generate terminology. Feeding and energy transfer Group into predators, prey (show predators can be prey) using pictures/models. Group into herbivores, carnivores, omnivores.</p>	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4 Can you construct food chains? Use information to place in a food chain (develop into food webs). Research specific food chains – what can they find out? Differentiate (common / unusual).</p>	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4 -Are there different types of teeth? Compare/count own teeth with others. Identify similarities and types. Use identification keys. Demo: Large teeth/mouth model; scissors/potato masher Introduce as start of digestion process</p>	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4 - How should you care for your teeth? Explore sugar in foods using food labels (demonstrate sugar by using cubes according to weight of sugar on label). Discuss healthy diet.</p>	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4 - How should you care for your teeth? Explore sugar in foods using food labels (demonstrate sugar by using cubes according to weight of sugar on label). Discuss healthy diet.</p>	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4What is digestion? Define. Model using a production line (cutting, crushing, mixing, dissolving) using food in bag/squeezed through tights. Link teeth to mechanical digestion. Research digestion. Introduce enzymes but no detail.</p>	<p>Y3 covered through forest school Plants - nature badge Animal including humans - animal welfare badge</p> <p>Y4What are the parts of the digestive system? Label diagram of digestive system. Make a system from sweets and string. Annotation emphasises process. Demo: model length and parts using hose pipe and bag (stomach). Label parts. Function.</p>
Computing	<p>Y3 -Use logical reasoning to explain how some simple algorithms work. -Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Using Scratch • To create and debug algorithms to draw patterns</p> <p>Y4 - Programming, logical thinking and problem solving: Work with various forms of input and output.</p>	<p>Y3 Design, write and debug programs that accomplish specific goals. --Use logical reasoning to explain how some simple algorithms work.</p> <p>Using Scratch • To create an algorithm to move one sprite</p> <p>Y4 - Programming, logical thinking and problem solving: -Use logical reasoning to explain how some simple algorithms work.</p>	<p>Y3 D-Solve problems by decomposing them into smaller parts. --Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Using Scratch • To create an algorithm to move two sprites</p> <p>Y4 - Programming, logical thinking and problem solving: -Use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p>Y3 Design, write and debug programs that accomplish specific goals. -Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Y4 - Programming, logical thinking and problem solving: Understand computer networks.</p>	<p>Y3 -Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Y4 - Programming, logical thinking and problem solving: Understand how networks can provide multiple services, such as the world wide web.</p>	<p>Y3 -Understand computer networks including the internet. -Understand how networks can provide multiple services, such as the world wide web.</p> <p>Y4 - Programming, logical thinking and problem solving:</p>	<p>Y3 s. -Understand computer networks including the internet. -Understand how networks can provide multiple services, such as the world wide web.</p> <p>Y4 - Programming, logical thinking and problem solving:</p>

