Year 3/4 medium term plan
'Our musical journey' Autumn term 2021-2021
Cramlington Village Primary School

'Wow' moment	Project summary What are you going to explore?	Classroom environment What role/play learning area will you create?	Key questions to answer throughout the project	Final project outcome
Opening Event CVPS Fest Learning expedition to SAGE	The evolution of music Jazz Rock & Roll Pop Disco Hip Hop Indie	Record players Jukeboxes Boom boxes CD players Walkman Headphones (music listening corner) Bean bags Pictures of famous artists Working timeline (continually added to). Inflatable guitars	How has music changed through the years? Has our parents/grandparents music preferences impacted ours? Is there any music our family listens to that we enjoy?	Music through the decades - Podcast Festival Merchandise for the festival - T shirts - Bags

Y3/4 Planning Autumn 1							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Key questions	**What is Jazz music? (20s-)** **Who are some famous Jazz musicians?** **What instruments were used in Jazz?** **Who is Louis Armstrong?** **Who is Ella Fitzgerald?** **What sounds can you hear? How does it make you feel?** **How does it compare to different music you have heard?**	**What is Rock n Roll ? (40s-)** **Who are some famous Rock & Pop musicians?** **What instruments were used in Rock?** **Who is the king of rock n roll?** **What sounds can you hear? How does it make you feel?** **How does it compare to different music you have heard?**	**What is Pop music? (60s-)** **Who are some famous Pop musicians?** **What instruments were used in pop?** **Who are the Beatles?** **What sounds can you hear? How does it make you feel?** **How does it compare to different music you have heard?** **What was fashion during this era?**	**What is Disco Music? (70s-** **ABBA, Jackson 5 Bee Gee's** **Who are some famous Disco musicians?** **What instruments were used in disco?** **Who are the Bee Gee's, ABBA?** **What sounds can you hear? How does it make you feel?** **How does it compare to different music you have**	**What is Hip Hop music? (80s-)** **Who are some famous hip hop musicians?** **What instruments were used in hip hop?** **Who is…?** **What sounds can you hear? How does it make you feel?** **How does it compare to different music you have heard?**	**What is Indie/Brit pop music? (90s-)** **Oasis, Take that/Robbie Wllliams, Spice girls.** **Who are some famous Indie/Brit pop musicians?** **What instruments were used?** **Who is…?** **What sounds can you hear? How does it make you feel?** **How does it compare to**	**Can we compare and contrast different musical genres?** **Which ones did we enjoy and why?** **Which ones did we not enjoy?**

	What was fashion during this era?	What was fashion during this era?		heard? What was fashion during this era?		different music you have heard?	
Maths	Y3 Place Value Can I...? - Count from 0 in multiples of 100 -Find 10 or 100 more or less than a given number -Count from 0 in multiples of 4, 8 and 50 Solve number problems and practical problems with number and place value from the Year 3 curriculum -Round whole numbers up to 100 to the nearest 10 Y4 Place value	Y3 Place Value -Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -Read and write numbers up to 1000 in numerals and in words -Compare and order numbers up to 1000 Y4 Place value	Y3 Place Value -Identify, represent and estimate numbers to 1000 using different representations and partitioning in different ways - -Use understanding of place value and partitioning to develop methods for addition and subtraction with larger numbers Y4 Place value	Y3 Numbers: Addition and subtraction Can I...? -Solve problems including missing number problems, using place value and more complex addition and subtraction Y4 Addition and Subtraction Prices of merchandise	Y3 Numbers: Addition and subtraction -Solve problems including missing number problems, using number facts and more complex addition and subtraction Y4 Addition and Subtraction Prices of merchandise	Y3 Numbers: Addition and subtraction -Add and subtract numbers with up to three digits, using formal columnar methods of addition and Subtraction Y4 Addition and Subtraction Prices of merchandise	Y3 Numbers: Addition and subtraction -Check addition calculations using subtraction and addition and subtraction calculations using rounding Y4 Addition and Subtraction Prices of merchandise
English **Information text** **Evaluative / Reviews** **Autobiographies** **Diary entries** **Talk to write** **Key vocab** **Features** **Innovation** **Model writing** **Independent writing** **Redraft** **Hot seat**	Y3 - Monday - Informative text or autobiographical text to introduce the new subtopic (Jazz, disco, rock, pop etc). + Tues - New Comprehension understanding/vocab/co Concept building Wed - Oracy lesson discussing what we know about the topic Evaluating the topic. Did we like/not like it and why? Thursday - Starting to write plan/first draft of piece of writing about our subtopic/genre of music Friday - evaluate the topic, do you like this style of music, why? Y4 - Information text on specific music types (Jazz,Rock, Pop, Disco etc...) T4W, key vocab, oracy, features.	Y3 - Monday - Informative text or autobiographical text to introduce the new subtopic (Jazz, disco, rock, pop etc). + Comprehension Tues - New understanding/vocab/co Concept building Wed - Oracy lesson discussing what we know about the topic Evaluating the topic. Did we like/not like it and why? Thursday - Starting to write plan/first draft of piece of writing about our subtopic/genre of music Friday - evaluate the topic, do you like this style of music, why? Y4 Information text on specific music types (Jazz,Rock, Pop, Disco etc...)	Y3 - Monday - Informative text or autobiographical text to introduce the new subtopic (Jazz, disco, rock, pop etc). + Comprehension Tues - New understanding/vocab/co Concept building Wed - Oracy lesson discussing what we know about the topic Evaluating the topic. Did we like/not like it and why? Thursday - Starting to write plan/first draft of piece of writing about our subtopic/genre of music Friday - evaluate the topic, do you like this style of music, why? Y4 Information text on specific music types (Jazz,Rock, Pop, Disco etc...) Independent writing/ redraft	Y3- Monday - Informative text or autobiographical text to introduce the new subtopic (Jazz, disco, rock, pop etc). + Comprehension Tues - New understanding/vocab/co Concept building Wed - Oracy lesson discussing what we know about the topic Evaluating the topic. Did we like/not like it and why? Thursday - Starting to write plan/first draft of piece of writing about our subtopic/genre of music Friday - evaluate the topic, do you like this style of music, why? Y4 Biography writing on a specific linked to the type of music (Jazz,Rock, Pop, Disco etc...) T4W, key vocab, oracy,	Y3 Monday - Informative text or autobiographical text to introduce the new subtopic (Jazz, disco, rock, pop etc). + Comprehension Tues - New understanding/vocab/co Concept building Wed - Oracy lesson discussing what we know about the topic Evaluating the topic. Did we like/not like it and why? Thursday - Starting to write plan/first draft of piece of writing about our subtopic/genre of music Friday - evaluate the topic, do you like this style of music, why? Y4 Biography writing on a specific linked to the type of music (Jazz,Rock, Pop, Disco etc...) Innovation/model writing	Y3 Monday - Informative text or autobiographical text to introduce the new subtopic (Jazz, disco, rock, pop etc). + Comprehension Tues - New understanding/vocab/co Concept building Wed - Oracy lesson discussing what we know about the topic Evaluating the topic. Did we like/not like it and why? Thursday - Starting to write plan/first draft of piece of writing about our subtopic/genre of music Friday - evaluate the topic, do you like this style of music, why? Y4 Biography writing on a specific linked to the type of music (Jazz,Rock, Pop, Disco etc...) Independent writing/	Y3 Can we write our own informational text on a musical genre we have studied this term? Y4

		Innovation/model writing Wednesday - Oracy - evaluative	Wednesday - Oracy - evaluative	features. Wednesday - Oracy - evaluative	Wednesday - Oracy - evaluative	redraft Wednesday - Oracy - evaluative	
Music **Keyboards (Y3)**	Y3 Sing simple songs with others or alone, remember melody and keeping in time. Perform a tune with expression. Y4 Trumpet Know how pulse stays the same but rhythm changes in a piece of music.	Y3 Play notes on instruments clearly and include steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes. Y4 Trumpets Know how pulse stays the same but rhythm changes in a piece of music.	Y3 Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure). Y4 Trumpets Listen to several layers of sound (texture) and talk about the effect on mood and feelings.	Y3 Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving. Y4 Trumpets Listen to several layers of sound (texture) and talk about the effect on mood and feelings.	Y3 Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound rather than symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures. Y4 Trumpets Use more musical dimensions vocabulary to describe music	Y3 Overview of skills practised throughout the half term. Y4 Trumpets Use more musical dimensions vocabulary to describe music	Y3 Can I write and perform my own musical piece on the keyboard? Y4 Trumpet Know how pulse stays the same but rhythm changes in a piece of music.
Art Poster/ticket design Can I draw a scene from a music concert?	Y3 - Annotate work in my visual diary. Discuss own and others work, expressing thoughts and feelings. Take the time to reflect upon what I like and dislike about my work in order to improve it and develop it further. Explore the roles and purposes of artists, craftspeople and designers from different cultures and eras. Compare the work of different artists and explore work from other cultures/periods of time.	Y3 - Can we use textile and printing skills to make tote bags for our festival? Y4 - Evaluating and responding to music as an art form (inc posters etc…) Can I regularly reflect upon music, and use comparisons with the music of others genres.	Y3 - Can we use textile and printing skills to make tote bags for our festival? Y4 - Evaluating and responding to music as an art form (inc posters etc…) Can I regularly reflect upon music, and use comparisons with the music of others genres.	Y3 - Can we use textile and printing skills to make tote bags for our festival? Y4 - Evaluating and responding to music as an art form (inc posters etc…) Explore the roles and purposes of a range of great artists from periods of history.	Y3 - Can we use textile and printing skills to make tote bags for our festival? Y4 - Evaluating and responding to music as an art form (inc posters etc…) Explore the roles and purposes of a range of great artists from periods of history.	Y3 - Can we use textile and printing skills to make tote bags for our festival? Y4 - Evaluating and responding to music as an art form (inc posters etc…) Experiment with different styles which artists have used.	Y 3 -

	Understand the viewpoints of others by looking at images of people and discussing what the artist is trying to express in their work. Y4 - Evaluating and responding to music as an art form (inc posters etc…) Annotate work in my visual diary. Discuss and review music expressing thoughts and feelings.						
Science **Light - topic 1** **Light** -recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change. **What to look out for** -recognise that vision involves light travelling to the eyes -recognise that some surfaces are better at reflecting light than others -suggest how light is travelling to form a shadow -relate position of an object to light source to size of shadow	Y3 Use science ideas/facts to describe & explain Remember science words I have used before Begin to use science models to describe (sequenced) Add labels & relevant information to diagrams Link relevant information together to make an answer. Y4 Sound -identify how sounds are made, associating some of them with something vibrating	Y3 Use large spider keys with obvious difference Create groups for sorting Combine properties of materials required for an application. Y4 Sound -recognise that vibrations from sounds travel through a medium to the ear	Y3 Can I…? Predict cause and effect (casual prediction) Select suitable equipment for a task (know correct use) Notice obvious risks in my investigation Identify cause & effect in my investigation Suggest a suitable data range for a variable to test Follow short written instructions (following a demo. Y4 Sound -find patterns between the pitch of a sound and features of the object that produced it	Y3 Can I…? Measure unlabelled divisions on a number line Measure in & compare values in standard units Use a frame to construct a simple table Plot whole number values for one axis (some unlabelled) Draw bars on whole number bar charts Y4 Sound -find patterns between the volume of a sound and the strength of the vibrations that produced it	Y3 Can I…? Describe simple patterns in data, charts and graphs See subtle differences in sets of numbers Y4 Sound -recognise that sounds get fainter as the distance from the sound source increases.	Y3 Can I…? Describe my results by linking cause and effect Suggest improvements to my method Y4 Sound -group sound-making objects in terms of how they make sounds. -compare the effectiveness of different media in terms of their ability to transmit sound. -Identify generic features that cause the pitch or volume of a note to be changed.	**Light** -recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change. **What to look out for** -recognise that vision involves light travelling to the eyes -recognise that some surfaces are better at reflecting light than others -suggest how light is travelling to form a shadow -relate position of an object to light source to size of shadow.

Computing Podcasts Can we make our own music?	Y4 - -Design, write and debug programs that accomplish specific goals.	Y4- -Controlling or simulating physical systems. -Solve problems by decomposing them into smaller parts.	Y4 - Use sequence, selection and repetition in programs; work with variables.	Y4 - -Work with various forms of input and output. -Use logical reasoning to explain how some simple algorithms work.	Y4 - -Use logical reasoning to detect and correct errors in algorithms and programs.	_Y4 - -Understand computer networks. -Understand how networks can provide multiple services, such as the world wide web.works including the internet.	
PSHCE **Y3 -**Demonstrate interest in learning new skills. **Y4 -** Suggest why it is important to look after my mental wellbeing. Use an increasingly wider range of vocabulary to describe emotions, feelings and sensations. Make mistakes and understand that I will learn from them and build up my understanding. Suggest a variety of ways to help me manage feelings and emotions so that my brain can think clearly to help me learn or make right choices	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing) Y3: Talk about the things which positively and negatively affect my mental and emotional health. Y4: Deepen my understanding of good and not so good feelings.	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing) Y3: Talk about the things which positively and negatively affect my mental and emotional health. Y4: Deepen my understanding of good and not so good feelings.	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing) Y3: Reflect on and celebrate my achievements. Y4: Explain the range and intensity of my feelings to others	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing) Y3: Identify my strengths and areas for improvement. Y4: Recognise that I may experience conflicting emotions and when I need to listen to or overcome these	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing) Y3: Identify my strengths and areas for improvement. Y4: Talk about change, loss, separation, divorce and bereavement.	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing) Y3: Set high aspirations and goals and demonstrate interest in learning new skills. Y4: Talk about change, loss, separation, divorce and bereavement.	Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing)
RE	Judaism - Festivals and celebrations. Focus on the importance and meaning of Shabbat and Hanukkah for Jewish people.	Judaism - Festivals and celebrations. Focus on the importance and meaning of Shabbat and Hanukkah for Jewish people.	Judaism - Lifestyles. Look at ways in which Jewish lifestyle is affected by religious belief and practice.	Judaism - Lifestyles. Look at ways in which Jewish lifestyle is affected by religious belief and practice.	Judaism - Stories. Explore some of the scripture and stories that shape Jewish beliefs and practice.	Judaism - Stories. Explore some of the scripture and stories that shape Jewish beliefs and practice.	Judaism - recap the past 6 weeks
PE	Gymnastics/dance Can I create a routine for this piece of music? Evolution of dance over the years (Swing, Jazz, Hip hop, contemporary).	Gymnastics/dance Can I create a routine for this piece of music? Evolution of dance over the years (Swing, Jazz, Hip hop, contemporary).	Gymnastics/dance Can I create a routine for this piece of music? Evolution of dance over the years (Swing, Jazz, Hip hop, contemporary).	Gymnastics/dance Can I create a routine for this piece of music? Evolution of dance over the years (Swing, Jazz, Hip hop, contemporary).	Gymnastics/dance Can I create a routine for this piece of music? Evolution of dance over the years (Swing, Jazz, Hip hop, contemporary).	Gymnastics/dance Can I create a routine for this piece of music? Evolution of dance over the years (Swing, Jazz, Hip hop, contemporary).	Gymnastics/dance Perform routine
French French song?	**Y3 - Days of the week** **Y4 - Colours in french**	**Y3 - Days of the week** **Y4 - Numbers in French**	**Y3 - Days of the week** **Y4 - Greetings in french**	Y3 - Months of the Year **Y4 - Greetings in french**	Y3 - Months of the Year **Y4 - Greetings in french**	Y3 - Months of the Year **Y4 - Greetings in french**	

Forest school
 	
Y3 - Shelter and environment
	Y3 - Shelter/environment
	
	Design -
	    Demonstrate different types of knots (Clove hitch,
		Y3 - Shelter/environment
		
		Design -
		    Demonstrate different types of knots (Clove
			Y3 - Shelter/environment
			
			Design -
			Demonstrate different types of knots (Clove hitch, square lashing and reef
				Y3 - Shelter/environment
				
				Making-
				
				Using my design knowledge, can I use
					Y3 - Shelter/environment
					
					Making-
					
					Using my design knowledge, can I use
						Y3 - Shelter/environment
						
						Evaluate -
						
						Study the development of the designs of other
							Evaluate -
							Study the development of the designs of other individuals within the class and wider world. What went well? What would

	square lashing and reef knot). Attach two/three pieces of wood together using different types of knots. Create a design of a shelter for a chosen animal and explain how they are going to create it using the knots and tools available. Share some design suggestions. Y4 - Fire/ animal welfare	hitch, square lashing and reef knot). Attach two/three pieces of wood together using different types of knots. Create a design of a shelter for a chosen animal and explain how they are going to create it using the knots and tools available. Share some design suggestions. Y4 - Fire/ animal welfare	knot). Attach two/three pieces of wood together using different types of knots. Create a design of a shelter for a chosen animal and explain how they are going to create it using the knots and tools available. Share some design suggestions. Y4 - Fire/ animal welfare	various materials to build and construct a shelter that is appropriate for an animal. Can I explain why I have used these materials? Y4 - Fire/ animal welfare	various materials to build and construct a shelter that is appropriate for an animal. Can I explain why I have used these materials? Y4 - Fire/ animal welfare	individuals within the class and wider world. What went well? What would they do differently next time? Evaluate their work using key oracy Stem sentences. I think…. Next time I would… Y4 - Fire/ animal welfare	they do differently next time? Evaluate their work using key oracy Stem sentences. I think…. Next time I would...
Humanities History of music, timeline of music, Looking at artefacts of musical history (records, cds, posters, haircuts, clothing) Timeline of music through the ages	Y3 - Can I describe the similarities and differences that have occurred within a time period? Y4 I can sequence the main features of a period of time.E.g events, people and objects.	Y3 - Can I describe why key events and developments changed over time? Y4 I can describe a range of people, events and developments throughout a particular historical period.	**Y3 -** Can I select and describe the most important features of a historical topic? **Y4** I can sequence a range of events using key dates from the historical period studied.	**Y3 -** I can recognise and explain why different people might have different views about events or people **Y4** I can say the similarities, differences and changes in a period of time.	**Y3 -** Can I look at historical music artifacts and discuss how they have changed over time. **Y4** I can ask questions about a specific period in time using appropriate historical vocabulary.	Y3 - Can I look at a range of musical items such as turntables, cds, records, cassettes etc. Explain how they have evolved with music over time. Y4 I can use a variety of sources to build up a picture and story from the past.	

Y3/4 Planning Autumn 2							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 3**	**Week 6**	**Week 7**
Key questions	**What is the difference between musical genres we have looked at?**	**How is my musical taste influenced by some of these genres?**	**Do my friends and family listen to any of the musical genres we have studied?**	**Who are current artists influenced and inspired by?**	**How is my family's taste influenced by some of these genres?**	**How is my family's taste influenced by some of these genres?'**	
Maths **Multiplication and division**	Can I…? -Use commutativity and associativity and multiplication facts to derive related facts (2 x 5 x 8 work this out by using 10 x 8 =)	Understand the structure of situations that require Multiplication.	Solve calculation problems involving multiplication and division, including missing number problems, simple positive integer scaling and simple	-Correspondence problems in which objects are connected to m objects	Correspondence problems in which n objects are connected to m objects	sWrite and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers

						times one-digit numbers, using mental and progressing to formal written method	times one-digit numbers, using mental and progressing to formal written method
English **Y3** **Persuasive writing - come to our festival. Festival posters or adverts.** **Y4** **Narratives - writing to music - Stories set in an imaginary world.** **Script writing** (Play scripts) - **Podcast**	Y3 - Persuasive writing. What are the features of a persuasive write? Script writing - What is a podcast - What do we talk about ? What is our main topic? - Talk for writing.	Y3 - Persuasive writing. Where can we see examples of this style of writing and how it is used? Script writing - Oracy based discussions (Sharing opinions and knowledge in a informal way. - Look at features of script writing.	Y3 - Persuasive writing. Can I look at persuasive writing in music and how it is used to persuade readers. Script writing - Oracy based discussions (Sharing opinions and knowledge in a informal way. - Record our discussions. - Self assess.	Y3 - Persuasive writing. Looking at various concert reviews can I analyse this writing style? Script writing - Assess our recording. - Was it clear? Could we have included more information? - Re-record and redraft - Write up. Include sounds from science lessons.	Y3 - Persuasive writing. Looking at posters for musical concerts, what features do they have and why are they used? Y4 - Listening to music and discussing settings. Visualizing and descriptive writing. Discussing how the music makes us feel. What setting would this music best accompany ? Talk4writing.	Y3 - Persuasive writing. Can I create my own piece of persuasive writing to persuade readers to listen to or watch the band in concert? Y4 - Listening to music and discussing characters.. Visualizing and descriptive writing. Narrative writing mountain. Opening, climax, resolution. Shared writing	Y4 - Planning an independent piece of descriptive writing. Explaining why the music best suits this type of story. . Independent writing. Self and peer assessment of work.
Art **Y3 =** Designing a tote bag	**<u>Y3</u>** Draw for a sustained period of time. Develop intricate patterns/ marks with a variety of media. **Can I…?** Show an awareness and name a range of different fabrics and tools. Use a variety of techniques, e.g. printing, dyeing, quilting, plastic trappings, weaving and stitching (applique) to create different textural effects. **<u>Y4 - Designing merchandise</u>** Use tools in a safe way. Choose my own ink and begin to overlay colours (4 in total).	Y3 Apply decoration using beads, buttons, feathers etc. **<u>Y4 - Designing merchandise</u>** Start to overlay prints with other media.	Y3 Continue to gain experience in applying colour with printing. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. **<u>Y4 - Designing merchandise</u>** Show experience in a range of monoprint techniques, poly blocks, relief and resist printing.	Y3 Use a visual diary to record textile explorations and experimentations as well as try out ideas. **<u>Y4 - Designing merchandise</u>** Create an accurate print design. Print on different materials, building up layers and colour/texture. Organise my work into pattern, repetition, symmetry or random printing styles.	Y3 Demonstrate experience in looking at fabrics from other countries. **<u>Y4 - Designing merchandise</u>** Create an accurate print design. Print on different materials, building up layers and colour/texture. Organise my work into pattern, repetition, symmetry or random printing styles.	Y3 Write an explanation of my sketch in notes **<u>Y4 - Designing merchandise</u>** Create an accurate print design. Print on different materials, building up layers and colour/texture. Organise my work into pattern, repetition, symmetry or random printing styles.	
Music **Keyboards.**	Y3 - Controlling sounds through singing	Y3 - Controlling sounds through playing	Y3 - Creating and developing musical ideas	Y3 - Responding and reviewing	Y3 - Listening and applying knowledge	Y3 -Play with a sound than symbol approach. Use silence for effect and	

	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) **Y4 - Creating & developing music** Perform with control and awareness of what others are playing.	Play notes on instruments clearly and include steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes. Musical instrument: KEYBOARDS. **Y4 - Creating & developing music** Improvise (including call and response) within a group using 3 notes.	Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure). **Y4 - Creating & developing music** Compose and perform melodies using three or four notes.	internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving. **Y4 - Creating & developing music** Make creative use of the way sounds can be changed, organised and controlled (including ICT).	Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). **Y4 - Creating & developing music** Make creative use of the way sounds can be changed, organised and controlled (including ICT).	know symbol for a rest (duration). Describe different purposes of music in history/ other cultures. **Y4 - Creating & developing music** Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration	
Science **Animals including humans** -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. **What to look for** -explain why a varied diet is important to all animals -compare skeletons across species	Can I…? Describe simple patterns in data, charts and graphs See subtle differences in sets of numbers **Electricity** -identify common appliances that run on electricity	Describe my results by linking cause and effect Suggest improvements to my method **Electricity** construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Can I…? Measure unlabelled divisions on a number line **Electricity** -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a circuit.	Plot whole number values for one axis (some unlabelled) Draw bars on whole number bar charts **Electricity** -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Measure in & compare values in standard units Use a frame to construct a simple table **Electricity** -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Can I…? Predict cause and effect (casual prediction) Select suitable equipment for a task (know correct use) **Electricity** -recognise some common conductors and insulators, and associate metals with being good conductors.	Notice obvious risks in my investigation Identify cause & effect in my investigation Suggest a suitable data range for a variable to test Follow short written instructions (following a demo)
Computing	Y4 - Use photos, video and sound to create an atmosphere when presenting to different audiences.	Y4 - Confident to explore new media to extend what I can achieve.	Y4 -Change the appearance of text to increase its effectiveness. -Create, modify and present documents for a particular purpose.	Y4 - Use a keyboard confidently and make use of a spellchecker to write and review my work.	Y4 - Use an appropriate tool to share my work and collaborate online.	Y4 - Give constructive feedback to my friends to help them improve their work and refine my own work.	
PSHCE	Can I . . . ? Make informed choices. Begin to understand the concept of a 'balanced lifestyle'.	Differentiate between the terms 'risk', 'danger' and 'hazard' Y4	Recognise, predict and assess risks in different situations and decide how to manage them responsibly.	Give a definition for the word 'drug' and recognise that drugs (including medicines) can be harmful to people.	Recognise the effects and risks of smoking and secondhand smoke. Y4	Identify the help available for people to remain smoke free or stop smoking.	

Physical Health and Safety (Core theme: Health and Wellbeing)	Make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet. Y4 .Recognise that my increasing independence brings increased responsibility to keep myself and others safe.	Identify the school rules about health and safety.	Y4 Perform basic emergency first aid procedures and demonstrate how to get help.	Y4 Recognise the importance of getting enough sleep. .	Identify why people may eat or avoid certain foods (religious, moral, cultural, health reasons, ethical farming, fair trade and seasonality).	Y4 Talk about the effects and risks of drinking alcohol. Talk about the different patterns of behaviour that are related to drug use	
RE **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	I know that for Christians the Bible is the main source of information about God	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	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	I can explain that Christmas is important to Christians because it celebrates the birth of Jesus	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
PE **Gymnastics**	Gymnastics/dance **Acquiring and developing skills** Can I… Choose ideas to compose a movement sequence independently and with others.	Gymnastics/dance Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances.	Gymnastics/dance Move with coordination, control and care. Use turns whilst travelling in a variety of ways.	Gymnastics/dance Use a range of jumps in their sequences. Begin to use equipment to vault.	Gymnastics/dance Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Gymnastics/dance **Acquiring and developing skills** Can I… Choose ideas to compose a movement sequence independently and with others.	
French	**Numbers in French - Y3**	**Numbers in French - Y3**	**Colours in French - Y3**	**Colours in French - Y3**	**Greetings - Y3**	**Greetings - Y3**	

Forest school_ rotate groups
 	
t
	Y4 - Shelter/environment
	
	Design -
	      Demonstrate different types of knots (Clove hitch, square lashing and reef knot). Attach two/three pieces of wood together using different
		Y4 - Shelter/environment
		
		Design -
		      Demonstrate different types of knots (Clove hitch, square lashing and reef knot). Attach two/three pieces of wood together
			Y4 - Shelter/environment
			
			Design -
			Demonstrate different types of knots (Clove hitch, square lashing and reef knot). Attach two/three pieces of wood together using different types of knots.
			      Create a design of
				Y4 - Shelter/environment
				
				Making-
				
				Using my design knowledge, can I use various materials to build and construct a shelter that is appropriate for an animal. Can I explain why I have used these
					Y4 - Shelter/environment
					
					Making-
					
					Using my design knowledge, can I use various materials to build and construct a shelter that is appropriate for an animal. Can I explain why I have used these
						Y4 - Shelter/environment
						
						Evaluate -
						
						Study the development of the designs of other individuals within the class and wider world. What went well? What would they do differently next time?
							Evaluate -
							Study the development of the designs of other individuals within the class and wider world. What went well? What would they do differently next time?
							Evaluate their work using key oracy Stem sentences.

| | types of knots. Create a design of a shelter for a chosen animal and explain how they are going to create it using the knots and tools available. Share some design suggestions.

Y3 - Fire/ animal welfare | using different types of knots. Create a design of a shelter for a chosen animal and explain how they are going to create it using the knots and tools available. Share some design suggestions.

Y3- Fire/ animal welfare | a shelter for a chosen animal and explain how they are going to create it using the knots and tools available. Share some design suggestions.

Y3 - Fire/ animal welfare | materials?

Y3 - Fire/ animal welfare | materials?

Y3 - Fire/ animal welfare | Evaluate their work using key oracy Stem sentences.

I think….
Next time I would…

Y3- Fire/ animal welfare | I think….
Next time I would... |