

History Year 3

Historical enquiry

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?

Can they research a specific event from the past?

Can they use their 'information finding' skills in writing to help them write about historical information?

Can they, through research, identify similarities and differences between given periods in history?

Year 4

Historical enquiry

Can they research two versions of an event and say how they differ?

Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?

Can they give more than one reason to support an historical argument?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?



Year 3/ 4 Topic web

The Romans

Spring Term



Computing

Year 3

Algorithms and Programs

Can they experiment with variables to control models?

Can they use 90 degree and 45 degree turns?

Can they give an on-screen robot directional instructions?

Can they draw a square, rectangle and other regular shapes on screen, using commands?

Can they write more complex programs?

Year 4

Algorithms and Programs

Can they use repeat instructions to draw regular shapes on screen, using commands?

Can they experiment with variables to control models?

Can they make turns specifying the degrees?

Can they give an on-screen robot specific directional instructions that takes them from x to y?

Can they make accurate predictions about the outcome of a program they have written?

Geography

Year 3

Can they use maps and atlases appropriately by using contents and indexes?

Can they confidently describe human features in a locality?

Can they explain why a locality has certain human features?

Can they explain why a place is like it is?

Can they explain how the lives of people living in the Mediterranean would be different from their own?

Can they explain how people's lives vary due to weather?

Year 4

Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city?

Can they explain how a locality has changed over time with reference to human features? Can they find the same place on a globe and in an atlas?

Can they plan a journey to a place in England?

DT Year 3 &4

Textiles

Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?

Do they think what the user would want when choosing textiles?

Have they thought about how to make their product strong?

Can they devise a template?

Can they explain how to join things in a different way?

Art Year 3 &4 Can they add onto their work to create texture and shape?

Can they work with life size materials?

Can they create pop-ups? Can they use more than one type of stitch?

Can they join fabric together to form a quilt using padding?

Can they use sewing to add detail to a piece of work?

Can they add texture to a piece of work?

Science Year 3

Plants

Can they identify and describe the functions of c : of flowering plants? (roots, stem/trunk, leaves and flowers)?

Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?

Can they explain how they vary from plant to plant?

Can they investigate the way in which water is transported within plants?

Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?

Year 4 Animals including humans Can they identify and name the basic parts of the digestive system in humans?

Can they describe the simple functions of the basic parts of the digestive system in humans?

Can they identify the simple function of different types of teeth in humans?

Can they compare the teeth of herbivores and carnivores?

Can they explain what a simple food chain shows?

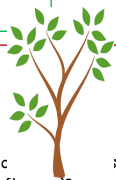
Can they construct and interpret a variety of food chains, identifying producers, predators and prey?

Exceeding

Can they classify living things and non-living things by a number of characteristics that they have thought of?

Can they explain how people, weather and the environment can affect living things?

Can they explain how certain living things depend on one another to survive?



PSHE Year 3 What are we responsible for?

Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others

Year 4 How do we manage feelings?

How can we communicate safely?

Internet safety.

RE Year 3 **Hinduism** Lifestyles Hindu lifestyle and what makes Hindu lifestyle distinctive?

Christianity Easter Aspects of the festival of Easter. To know that Easter is a special and happy time of the year.

Year 4 **Hinduism** Stories The importance of Hindu scripture, especially the Ramayana

Christianity Easter To know that Easter is important to Christians because it celebrates the resurrection of Jesus though it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder know that the Bible is the main source for information about Jesus' crucifixion and resurrection

Music Year 3 Composing [including notation]

Can they use different elements in their composition?

Can they create repeated patterns with different instruments?

Can they compose melodies and songs?

Can they create accompaniments for tunes?

Can they combine different sounds to create a specific mood or feeling?



Year 4 Composing [including notation]

Can they use notations to record and interpret sequences of pitches?

Can they use standard notation?

Can they use notations to record compositions in a small group or on their own?

Can they use their notation in a performance?

French Year 3 **Speaking** Can they have a short

conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?

Year 4 **Reading and responding:** Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response?

Cross Curricular Links

English

Playscripts, instructions, story writing.

Maths

Weight & measuring linked to cooking.

Co-ordinates linked to map work.

Angles linked to computing.

Money

PE Year 3

Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition?

Do they know and use rules fairly to keep games going?

Can they keep possession with some success when using equipment that is not used for throwing and catching skills?

Y4

Games

Can they catch with one hand?

Can they throw and catch accurately?

Can they hit a ball accurately and with control?

Can they keep possession of the ball?

Can they move to find a space when they are not in possession during a game?

Can they vary tactics and adapt skills according to what is happening?

