

Years 3 & 4 2019-20

<p style="text-align: center;">HISTORY</p> <p>COMMUNICATING HISTORICALLY</p> <ul style="list-style-type: none"> ☆ Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, change. ☆ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p>INVESTIGATE AND INTERPRET THE PAST</p> <ul style="list-style-type: none"> ☆ Use evidence to ask questions and find answers to questions about the past. ☆ Suggest suitable sources of evidence for historical enquiries. ☆ Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ☆ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ☆ Suggest causes and consequences of some of the main events and changes in history. <p>BUILDING AN OVERVIEW OF WORLD HISTORY</p> <ul style="list-style-type: none"> ☆ Describe changes that have happened in the locality of the school throughout history. ☆ Compare some of the times studied with those of other areas of interest around the world. <p>TO UNDERSTAND CHRONOLOGY</p> <ul style="list-style-type: none"> ☆ Place events, artefacts and historical figures on a time line using dates. ☆ Understand the concept of change over time, representing this, along with evidence, on a time line. ☆ Use dates and terms to describe events. 	<p style="text-align: center;">GEOGRAPHY</p> <p>COMMUNICATING GEOGRAPHICALLY</p> <ul style="list-style-type: none"> ☆ Describe key aspects of : ☆ Physical Geography, including: rivers, mountains, volcanoes, earthquakes and the water cycle. ☆ Human Geography, including: settlements and land-use. ☆ Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the world. <p>INVESTIGATING PATTERNS</p> <ul style="list-style-type: none"> ☆ Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. ☆ Describe geographical similarities and differences between countries. ☆ Describe how the locality of the school has changed over time. <p>INVESTIGATING PLACES</p> <ul style="list-style-type: none"> ☆ Ask and answer geographical questions about the physical and human characteristics of a location. ☆ Explain own views about locations, giving reasons. ☆ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ☆ Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. ☆ Use a range of resources to identify the key physical and human features of a location. ☆ Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including: hills, mountains, cities, rivers, key topographical features and land-use patterns. Understand how some of these aspects have changed over time. ☆ Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p style="text-align: center;">SCIENCE</p> <p>WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> ☆ Ask relevant questions. ☆ Set up simple, practical enquiries and comparative and fair tests. ☆ Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. ☆ Gather, record, classify and present data in a variety of ways to help in answering questions. ☆ Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. ☆ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ☆ Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. ☆ Identify differences, similarities or changes related to simple, scientific ideas and processes. ☆ Use straightforward, scientific evidence to answer questions or to support their findings. <p>STATES OF MATTER</p> <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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in Mathematics. ☆ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>ROCKS AND SOILS</p> <ul style="list-style-type: none"> ☆ Compare and group together different kinds of rocks on the basis of their simple, physical properties. ☆ Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). ☆ Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. ☆ Recognise that soils are made from rocks and organic matter.
<p style="text-align: center;">ART AND DESIGN</p> <p>APPRAISING</p> <ul style="list-style-type: none"> ☆ Collect information, sketches and resources. ☆ Adapt and refine ideas as they progress. ☆ Explore ideas in a variety of ways. ☆ Comment on artworks using visual language. <p>DRAWING</p> <ul style="list-style-type: none"> ☆ Use different hardnesses of pencils to show line, tone and texture. ☆ Annotate sketches to explain and elaborate ideas. ☆ Sketch lightly (no need to use a rubber to correct mistakes). ☆ Use shading to show light and shadow. ☆ Use hatching and cross hatching to show tone and texture. <p>COLLAGE</p> <ul style="list-style-type: none"> ☆ Select and arrange materials for a striking effect. ☆ Ensure work is precise. ☆ Use coiling, overlapping, tessellation, mosaic and montage. <p>TEXTILES</p> <ul style="list-style-type: none"> ☆ Shape and stitch materials. ☆ Use basic cross stitch and back stitch. ☆ Colour fabric. ☆ Create weavings. ☆ Quilt, pad and gather fabric. 	<p style="text-align: center;">DESIGN TECHNOLOGY</p> <p>DESIGNING</p> <ul style="list-style-type: none"> ☆ Design with purpose by identifying opportunities to design. ☆ Make products by working efficiently (such as by carefully selecting materials.) ☆ Refine work and techniques as work progresses, continually evaluating the product design. ☆ Disassemble products to understand how they work. <p>FOOD</p> <ul style="list-style-type: none"> ☆ Prepare ingredients hygienically using appropriate utensils. ☆ Measure ingredients to the nearest gram accurately. ☆ Follow a recipe. ☆ Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>TEXTILES</p> <ul style="list-style-type: none"> ☆ Understand the need for a seam allowance. ☆ Join textiles with appropriate stitching. ☆ Select the most appropriate techniques. 	<p style="text-align: center;">MUSIC</p> <p>PERFORMING</p> <ul style="list-style-type: none"> ☆ Sing from memory with accurate pitch. ☆ Sing in tune. ☆ Maintain a simple part within a group. ☆ Pronounce words within a song clearly. ☆ Show control of voice. ☆ Play notes on an instrument with care so that they are clear. ☆ Perform with control and awareness of others. <p>COMPOSING</p> <ul style="list-style-type: none"> ☆ Compose and perform melodic songs. ☆ Use sound to create abstract effects. ☆ Create repeated patterns with a range of instruments. ☆ Create accompaniments for tunes. ☆ Use drones as accompaniments. ☆ Choose, order, combine and control sounds to create an effect. ☆ Use digital technologies to compose pieces of music. <p>TRANSCRIBING</p> <ul style="list-style-type: none"> ☆ Devise non-standard symbols to indicate when to play and when to rest. ☆ Recognise the notes EGBDF and FACE on the musical stave. ☆ Recognise the symbols for a minim, crotchet, semibreve, quaver and semiquaver and say how many beats they represent. <p>APPRAISING</p> <ul style="list-style-type: none"> ☆ Evaluate music using musical vocabulary to identify areas of likes and dislikes. ☆ Understand layers of sounds and discuss their effect on mood and feelings. ☆ Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.