

# Years 3 & 4 2018-19

ART AND DESIGN	DESIGN TECHNOLOGY	SCIENCE
<p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>☆ Collect information, sketches and resources.</li> <li>☆ Adapt and refine ideas as they progress.</li> <li>☆ Explore ideas in a variety of ways.</li> <li>☆ Comment on artworks using visual language.</li> <li>☆ Replicate some of the techniques used by notable artists, artisans and designers.</li> </ul> <p><b>DRAWING</b></p> <ul style="list-style-type: none"> <li>☆ Use different hardnesses of pencils to show line, tone and texture.</li> <li>☆ Annotate sketches to explain and elaborate ideas.</li> <li>☆ Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>☆ Use shading to show light and shadow.</li> <li>☆ Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>PAINTING</b></p> <ul style="list-style-type: none"> <li>☆ Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>☆ Mix colours effectively.</li> <li>☆ Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>☆ Experiment with creating mood with colour.</li> </ul> <p><b>SCULPTURE</b></p> <ul style="list-style-type: none"> <li>☆ Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</li> <li>☆ Include texture that conveys feelings, expression or movement.</li> <li>☆ Add materials to provide interesting detail.</li> </ul> <p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>☆ Use layers of two or more colours.</li> <li>☆ Replicate patterns observed in natural or built environments.</li> <li>☆ Make printing blocks (e.g. coiled string glued to a block).</li> <li>☆ Make precise repeating patterns.</li> </ul>	<p><b>DESIGNING</b></p> <ul style="list-style-type: none"> <li>☆ Design with purpose by identifying opportunities to design.</li> <li>☆ Make products by working efficiently (such as by carefully selecting materials).</li> <li>☆ Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>☆ Disassemble products to understand how they work.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>☆ Prepare ingredients hygienically using appropriate utensils.</li> <li>☆ Measure ingredients to the nearest gram accurately.</li> <li>☆ Follow a recipe.</li> <li>☆ Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>☆ Cut materials accurately and safely by selecting appropriate tools.</li> <li>☆ Measure and mark out to the nearest millimetre.</li> <li>☆ Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>☆ Select appropriate joining techniques.</li> </ul> <p><b>ELECTRICALS AND ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>☆ Create series and parallel circuits.</li> </ul> <p><b>CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>☆ Choose suitable techniques to construct products or to repair items.</li> <li>☆ Strengthen materials using suitable techniques.</li> </ul>	<p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>☆ Ask relevant questions.</li> <li>☆ Set up simple, practical enquiries and comparative and fair tests.</li> <li>☆ Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>☆ Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>☆ Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>☆ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>☆ Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>☆ Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>☆ Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>MOVEMENT, FORCES AND MAGNETS</b></p> <ul style="list-style-type: none"> <li>☆ Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>☆ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>☆ Describe magnets as having two poles.</li> <li>☆ Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>☆ Notice that some forces need contact between two objects but magnetic forces can act at a distance.</li> <li>☆ Compare how things move on different surfaces.</li> </ul> <p><b>LIVING THINGS</b></p> <ul style="list-style-type: none"> <li>☆ Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> <li>☆ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.</li> <li>☆ Investigate the way in which water is transported within plants.</li> <li>☆ Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>☆ Identify that animals, including humans, need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat.</li> <li>☆ Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>☆ Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>☆ Identify the different types of teeth in humans and their simple functions.</li> <li>☆ Recognise that living things can be grouped in a variety of ways.</li> <li>☆ Explore and use classification keys.</li> <li>☆ Recognise that environments can change and that this can sometimes pose a danger to specific habitats.</li> </ul> <p><b>LIGHT AND SEEING</b></p> <ul style="list-style-type: none"> <li>☆ Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>☆ Notice that light is reflected from surfaces.</li> <li>☆ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>☆ Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>☆ Find patterns in the way that the size of shadows change.</li> </ul> <p><b>SOUND AND HEARING</b></p> <ul style="list-style-type: none"> <li>☆ Identify how sounds are made, associating some of them with something vibrating.</li> <li>☆ Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul> <p><b>EVOLUTION AND INHERITANCE</b></p> <ul style="list-style-type: none"> <li>☆ Identify how plants and animals, including humans, resemble their parents in many features.</li> <li>☆ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>☆ Identify how animals and plants are suited to and adapt to their environment in different ways.</li> </ul>
<b>HISTORY</b>		
<p><b>COMMUNICATING HISTORICALLY</b></p> <ul style="list-style-type: none"> <li>☆ Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, change.</li> <li>☆ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> <p><b>INVESTIGATE AND INTERPRET THE PAST</b></p> <ul style="list-style-type: none"> <li>☆ Use evidence to ask questions and find answers to questions about the past.</li> <li>☆ Suggest suitable sources of evidence for historical enquiries.</li> <li>☆ Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>☆ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>☆ Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>BUILDING AN OVERVIEW OF WORLD HISTORY</b></p> <ul style="list-style-type: none"> <li>☆ Describe changes that have happened in the locality of the school throughout history.</li> <li>☆ Compare some of the times studied with those of other areas of interest around the world.</li> <li>☆ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>☆ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>		
<b>GEOGRAPHY</b>		
<p><b>COMMUNICATING GEOGRAPHICALLY</b></p> <ul style="list-style-type: none"> <li>☆ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>☆ Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the world.</li> </ul> <p><b>INVESTIGATING PATTERNS</b></p> <ul style="list-style-type: none"> <li>☆ 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.</li> </ul> <p><b>INVESTIGATING PLACES</b></p> <ul style="list-style-type: none"> <li>☆ Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>☆ Explain own views about locations, giving reasons.</li> <li>☆ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>☆ 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.</li> <li>☆ Use a range of resources to identify the key physical and human features of a location.</li> <li>☆ 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.</li> <li>☆ Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>		
<b>MUSIC</b>		
<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>☆ Sing from memory with accurate pitch.</li> <li>☆ Sing in tune.</li> <li>☆ Maintain a simple part within a group.</li> <li>☆ Pronounce words within a song clearly.</li> <li>☆ Show control of voice.</li> <li>☆ Play notes on an instrument with care so that they are clear.</li> <li>☆ Perform with control and awareness of others.</li> </ul>	<p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>☆ Compose and perform melodic songs.</li> <li>☆ Use sound to create abstract effects.</li> <li>☆ Create repeated patterns with a range of instruments.</li> <li>☆ Create accompaniments for tunes.</li> <li>☆ Use drones as accompaniments.</li> <li>☆ Choose, order, combine and control sounds to create an effect.</li> <li>☆ Use digital technologies to compose pieces of music.</li> </ul>	<p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>☆ Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>☆ Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>☆ Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>