

**½ Term 3**

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Rocks	Local landscapes/ local artists  Photography – Joe Cornish study		Play the recorder		Knowing where we live	Health related exercise Substance use / misuse Drug education	Digital imaging- (Photovisi)  Creating postcards, pictures in frames, gift cards to sell at the documentary premier	What can we learn about symbols and beliefs from visiting religious buildings?	Y3&4- net/wall tennis (Unit 13) Y3 Athletics (unit 17) Y4 OAA (unit 20)
Literacy Links									
Labelling diagrams	Appraisal / review of art work				Persuade people to come and visit our area- poster/ advert	Warning posters			
Numeracy Links									
DATA –Venn diagrams, tables, charts, graphs MEASURES- mass, length...					Map work  Compass points Directions				

**2<sup>nd</sup> ½ Term – summer term**

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Electricity		Clippy rugs	English Folk Songs	Post 1066 – A local history study  (East Cleveland, Whitby or North east –Durham/ Beamish visit?)		Environmental matters – Michael Recycle	Movie Makers: We are presenters	What do religions believe in life after death?	Y3 badminton (Unit 13) Y3 strike 7 field (unit 12) Y4 Athletics (Unit 18) Y4 strike and field (unit 12)
Literacy Links									
Labelling diagrams				Local poetry		Michael recycle text – persuasion/ rhymes ???  Visitor – S&L- recycling presentation R&C council - Interview	Write a script fro a travel programme / guide- documentary premier all dress up, make the hall like a cinema, red carpet event		
Numeracy Links									
DATA –Venn diagrams, tables, charts, graphs		Symmetry Repeating patterns		Timelines  Plan an educational visit and calculate costings – money week activity		Survey, data research  measures, land fill research	Make tickets, costings for nibbles and sparkling juices- make a profit		

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<p><b>Rocks</b></p> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b>Local landscapes / local artists</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p><b>Clippy Rugs</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Play the recorder English Folk Songs</b></p> <ul style="list-style-type: none"> <li>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> </ul>	<p><b>Post 1066 – A local history study</b></p> <ul style="list-style-type: none"> <li>A study over time tracing how several aspects of national history are reflected in the locality (mining)</li> </ul>	<p><b>Knowing where we live</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present 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>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul>	<p><b>Substance use and misuse</b></p> <ul style="list-style-type: none"> <li>Know that all medicines are drugs, but not all drugs are medicines</li> <li>Know that there are over the counter, prescribed legal and illegal substances and have some understanding of their effects</li> <li>Health related exercise-</li> <li>To know that exercise strengthens bones, muscles and organs and keeps the body supplied</li> <li>Know that if energy intake is greater than energy expenditure, the body stores the excess as fat</li> <li>Michael Recycle-</li> <li>Recognise some environmental hazards – beach litter survey</li> </ul>	<p><b>Digital imaging-</b></p> <ul style="list-style-type: none"> <li>Select use and combine a variety of software, including internet services on a range of digital devices</li> <li>Use search technology effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</li> <li>Use technology safely, respectfully and responsibly</li> <li>Movie Makers: We are presenters</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><b>Religious Buildings</b></p> <ul style="list-style-type: none"> <li>Understand that the value placed on objects and experience varies</li> <li>Be able to classify different types of religious buildings and objects .</li> <li>Understand that beliefs, ideas and feelings can be expressed in a variety of ways.</li> <li>Be able to describe what sorts of things are found in religious buildings. the significance of religious buildings and objects for believers</li> <li>Understand what Christians believe happens when you die</li> <li>what Christians mean by spirit or soul</li> <li>what practical aspects follow a death</li> <li>that saying goodbye is part of the grieving process</li> <li>what Hindus/ Sikhs believe happens when they die</li> <li>that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life</li> <li>how karma influences a Hindu's/Sikh's life</li> </ul>	<p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

