

**Class:** Corve (Year 3&4)  
**Title:** The Bronze Age & The Iron Age  
**Cycle Year:** 1  
**Term:** Spring  
**Educational Visits:** Shropshire Hills Discovery Centre

**Develop our English skills through the stimuli of:**

- Reading spine texts for this term: Charlotte's Web by E B White, Aesop's fables, Dream Variations by Langston Hughes and How Doth the Little Crocodile by Lewis Carroll.
- Non-chronological report about different magnets.
- Recount of educational visit.
- Newspaper article about Charlotte's first web.

Please see English skills sheets for further guidance.

**We will develop our Maths skills through key foci of:**  
 In line with the Herts for learning guidance:

- Proportional Reasoning 2 - Adding and Subtracting Fractions (Y3 – within a whole, Y4 – improper fractions).
- Geometric Reasoning 2 - Exploring the properties of 2D shapes (Y3 – properties of 2D shapes. Y4 – Classifying different types of triangle).
- Additive Reasoning 3- Column addition and subtraction (Y3 – 3-digit. Y4 – 4-digit).
- Spatial Reasoning – Perimeter.
- Statistical Reasoning 1 - Scaling problems (Y3 – interpret, present and solve problems using bar charts, pictograms and tables. Y4 – time graphs).
- Multiplicative Reasoning 2 – Multiplicative Law and Area (Y3 – arrays and 2-digit by 1-digit. Y4 – 3-digit by 1-digit and area).
- Multiplicative Reasoning 3 – Formal Written Multiplication and Division (Y3 – multiplication and division questions using times tables. Y4 – multiply and divide by 10 and 100.
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Developing the automaticity and fluency of number facts through Mastering Number.  
 Please see skills and knowledge in year group assessment grids.

**As scientists we will focus on:**  
**Work scientifically: Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:**

- Ask relevant questions and uses different types of scientific enquiry to answer questions.
- Sets up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings using simple scientific language, drawings, diagrams, keys, charts and tables.
- Reports findings from enquiries in different ways.
- Use results to draw simple conclusions, make prediction, suggest improvements and raise questions.
- Identifies differences, similarities or changes related to simple scientific ideas and processes.
- Uses straightforward scientific evidence to answer questions to support their findings.
- Uses appropriate scientific vocabulary in their explanations.

**Sound:**

- Identify how sounds are made, associating some of them with something vibrating (STEM: Dancing Salt; Investigation: insulating materials to stop an alarm).
- Working scientifically investigation: Investigate how does the volume of the buzzer effect its volume. (data loggers).
- Recognise that vibrations from sounds travel through a medium to the ear (STEM: Paper cup phones).
- Find patterns between the pitch of a sound and features of the object that produced it (STEM: Spoon sound waves).
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

**Forces and Magnets:**

- Compare how things move on different surfaces (friction).
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- 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.
- Describe magnets as having two poles.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

**P.E.**  
**Physical activities and sports development in the areas below (following our progression of skills):**

- Invasion Team games: passing/receiving, controlling in rugby and hockey.
- Dance: Indian Dance – developing their own ideas and movement phrases – variety of actions, levels, speed and direction. Explore unison and canon – partner, group and whole class sequences.
- Gymnastics: apply specific skills to sequences and partner work (use level 3 games models).

**As experts in computing we will:**

- Develop our touch-typing skills (unit 3.4 2type).
- Develop our safe use of email (2email, 2connect, 2diy 3.5). We will create quizzes and attach files.

Please see computing progression map for further guidance.

**R.E.: How do festivals and family life show what matters to a Muslim? (**  
**Make sense of belief:**  
 Identify some beliefs about God in Islam (Surah 1); make clear links between these and Ibadah (worship) - why God is worth worshipping, how Muslims submit.  
**Understand the impact:**  
 Give examples of Ibadah – prayer, fasting, celebrating; describe what they involve.  
 Describe how Muslims worship – as a family/community, at home/mosque.  
**Make connections:**  
 Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.

**Personal, Social, Health and Economic Education (including Relationships and Sex Education).**  
**Pupils will have the opportunity to:**  
 To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including visit from a Fire Fighter to discuss fire safety) and to use this as an opportunity to build resilience.

<p><b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>• Difficult challenges and achieving success.</li> <li>• Dreams and ambitions.</li> <li>• New challenges.</li> <li>• Motivation and enthusiasm.</li> <li>• Recognising and trying to overcome obstacles.</li> <li>• Evaluating learning processes.</li> <li>• Managing feelings.</li> <li>• Simple budgeting.</li> </ul>	<p><b>Healthy Me:</b></p> <ul style="list-style-type: none"> <li>• Exercise.</li> <li>• Fitness challenges.</li> <li>• Food labelling and healthy swaps.</li> <li>• Attitudes towards drugs.</li> <li>• Keeping safe and why it's important online and offline scenarios.</li> <li>• Respect for myself and others.</li> <li>• Healthy and safe choices.</li> </ul>
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**As historians we will study the Bronze Age and the Iron Age. We will:**

- Learn that Bronze was better than using stone because it was easier to shape, was stronger and could be used again.
- Know that the move from the use of stone to bronze and then to iron was gradual. Iron was better than bronze because it was more common, lighter and harder.
- Understand that the developments in use of materials in this period impacted agriculture, technology and travel.
- Know that Hill forts were built for defence and served as places for different tribes to meet and trade. E.g. Maiden Castle.
- Learn that Historians can find out about the past by studying artefacts such as The Shettisham Hoard.

**As geographers we will:**

- Know the continents and some countries (India, UK, USA, Spain, Brazil) of the world and name and locate them on a world map.
- Describe the relationship between globes and world maps.
- Identify the position and significance of the Prime/Greenwich Meridian and time zones (Mexico City, Sydney and Mumbai) (including day and night in relation to the Earth's rotation on its own axis).
- Use appropriate vocabulary when talking about our maps.

**As linguists we will explore the French language through:**

- Greetings – simple conversation (name, age, where you live, how are you?).
- Classroom instructions (incl. 'Jacques a dit' / Simons says).
- Numbers 1-10.
- Our Family and Siblings.
- Colours (incl. colours song) and classroom objects with colours.
- Clothes and Fashion Show.
- Christmas traditions in France.

**As artists we will explore surface and colour:**  
**Still Life**  
 Disciplines: painting, drawing, sketchbooks  
 Medium: Paper, Drawing Materials, Various Modelling, paint and cameras.  
 Artists: Paul Cezanne, Flemish painters, Hilary Pecis, Nicole Dyer, Bas Meeuw, Hirasho Sato

- The still life genre is when artists make work in response to static objects around them.
- Discuss the work of contemporary and more traditional artist's still life (e.g Cezanne) including the meanings of objects.
- Use my sketchbook to make visual notes, record and reflect.
- Draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- Use my sketchbook to make visual notes, record and reflect.
- Compose, sketch and paint my own still life composition.
- Present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

**As designers we will explore levers and linkages:**  
**Technical knowledge and understanding:**

- Understand and use lever and linkage mechanisms.
- Distinguish between fixed and loose pivots.
- Know and use technical vocabulary relevant to the project.

**Designing**

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

**Making**

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.

**Evaluating**

- Investigate and analyse book.s and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

**As musicians we will:**

- Describe, compare and evaluate music from different eras.
- Understand how venue, occasion and purpose affects the way music is created, performed and heard.
- Use graphic and basic stave notation to illustrate the shape of melodies.
- Compose music in pairs - and small groups to create a specific mood; select and sequence pitches (limited range) to create melodic phrases; explore repeated patterns.
- Whole class ocarina lessons (see progression for skills and knowledge).