

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

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).