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| **Class:** Corve (Year 3&4)**Title**: The Bronze Age & The Iron Age**Cycle Year**: 1**Term**: Spring**Educational Visits:** Shropshire Hills Discovery Centre | **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.**Why do Christians call the day Jesus died Good Friday?**Make sense of belief: Recognise the word “salvation” and that Jesus came to save/rescue people – by showing them how to live, by taking their place in death. Offer informed suggestions about what the events of Holy Week mean to Christians, giving examples – being selfless, putting God first. Understand the impact: Make simple links between the Gospel accounts of Easter and how Christians mark these events. Make connections: Raise thoughtful questions/suggest answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions.**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.

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| **Dreams and Goals:** * 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.
 | **Healthy Me:** * 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.
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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 Snettisham 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 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 books 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).
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| **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. **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.
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