|  |  |  |  |
| --- | --- | --- | --- |
| **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.   |  |  | | --- | --- | | **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. |   **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). |
| **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. |