

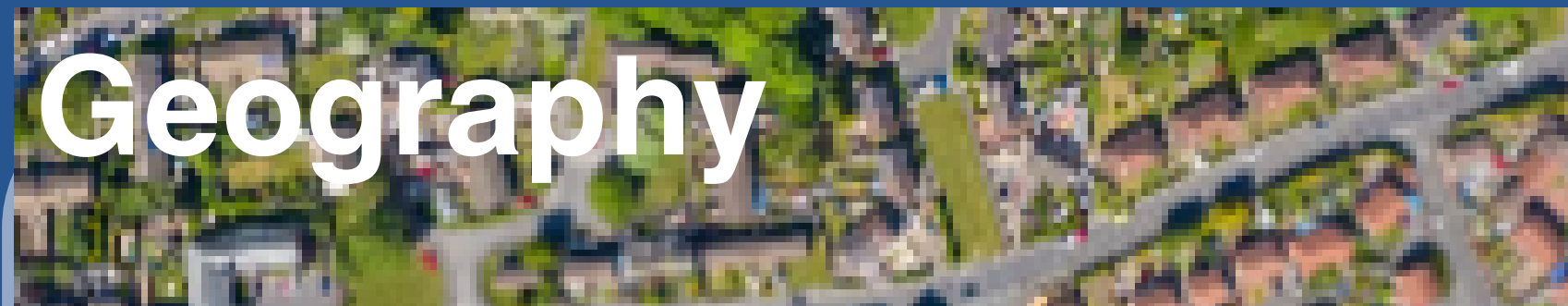


Y3/4 Autumn 1

Are all settlements the same?

Texts: Tar Beach
The Matchbox Diary

Trips and visits: Trellisick Gardens
Music: Singing in parts: Loops and Layers
DT: Mechanical cars
Computing: Email
P.E: Football & Health Related Fitness
R.E: What kind of world did Jesus want?
PSHE: Being me in my world



Geography

Intent: Children will explore different types of settlements and how land is used within them. They will investigate their local area, identifying human and physical features and considering why settlements develop in particular locations. Children will examine how their local area has changed over time and compare land use in their local area with that of New Delhi.

Skills and Knowledge

- Describe the differences between villages, towns and cities.
- Identify and use features on an OS map, including the legend.
- Identify and describe different types of land use.
- Follow a route using an OS map.
- Identify human and physical features in the local area.
- Explain why some features are located in particular places.
- Explore how settlements and land use change over time.
- Locate New Delhi and identify its human and physical features.
- Compare land use in New Delhi with the local area.

Sticky Knowledge:

- I know that a settlement is a place where people live and work.
- I can describe the differences between a village, town and city.
- I can identify different types of land use, including residential, commercial, recreational and agricultural land.
- I can use a map legend to identify features on an OS map.
- I can identify human and physical features in my local area.
- I can explain why some features are found in particular locations.
- I know that settlements change over time.
- I can locate New Delhi on a map.
- I can compare land use and features in New Delhi with my local area.

Vocabulary:

settlement, village, town, city, land use, residential, commercial, recreational, agricultural, human feature, physical feature, legend, OS map, region, county, facilities, transportation, local area, compare, capital city, New Delhi

Subject Composite:

Children will create a comparison showing similarities and differences between their local area and New Delhi. They will use maps, photographs and fieldwork evidence to explain how land is used and why settlements have developed in different ways.

Impact: Children will develop a deeper understanding of settlements and land use, recognising how places are shaped by both physical and human geography. They will be able to use maps confidently, explain how their local area has changed over time and make informed comparisons between places in the UK and elsewhere in the world.



Science Nutrition and Diet

Intent: Children explore human and animal skeletons for the first time by identifying and naming bones. Children learn about the skull, femur, pelvis, spine and ribcage. They are introduced to the term exoskeletons for the first time. Children develop their understanding by looking at joints. They learn how the skeleton, joints and muscles work together to allow movement.

Skills, and Knowledge:

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Working scientifically- asking relevant questions and using different types of scientific enquiries to answer them.
- Working skeleton - record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Working skeleton- talk about criteria for grouping, sorting and classifying
- Working scientifically - report on findings from enquiries including oral and written explanations, displays or presentations and results of inclusions

Sticky Knowledge:

- A human skeleton is made up of 206 bones
- Skeletons provide support and protection and allow movement
- Bones have specific functions for example the ribcage protects the heart and lungs.
- Mammals, birds, fish, amphibians and reptiles have skeletons
- Not all animals have a spine
- Some animals have an exoskeleton which provides support and protection
- A joint is where two or more bones connect
- Muscles are attached to bones, they work by contracting and relaxing. They can only pull.

Key Vocabulary: skeleton, skull, ribcage, spine, pelvis, femur, bird, mammal, fish, amphibian, reptile, antennae, insect, exoskeleton, joint, hinge joint, ball and socket, muscle, biceps and triceps, contract, relax

Subject Composite: Children become skeleton experts and present their findings on an animal category to the rest of the class drawing upon knowledge they have learnt

Impact: Children have a deeper understanding of human bodies and the functions of the different parts. Children use this knowledge to the way animals are formed and can talk confidently about a range of skeletons. They understand how muscles and joints work to create movement.



Art

Intent: Children will build on their understanding of colour mixing and will learn about complementary colours, tints, tones, and shades. They will explore the work of Yvonne Coomber.

Skills, and Knowledge:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of painting
- To learn about great artists

Sticky Knowledge:

- I can identify primary, secondary colours on a colour wheel.
- I know that complementary colours are opposite each other on the colour wheel
- I know that tints (colour + white), tones (colour + grey), and shades (colour + black)
- I know that you can blend colours to create striking images e.g sunsets

Key Vocabulary: primary colour, secondary colours, complementary colours, colour wheel, tints, tones, shades, blending, strokes, varied, contrast

Subject Composite: Children will create a final project inspired by the work of Yvonne Coomber, focusing on Cornish sunsets and wildflowers.

Impact: Children will have a developing understanding of the colour wheel and complementary colours and how they are used effectively. Children will be competent at mixing and blending colours to use within their art pieces.



Y3/4 Autumn 2

Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

Texts: The First Drawing
The Iron Man

Trips and visits: Carwynnen Quoit, Christmas sleep over
Music: Singing in parts: Loops and layers
Dt: Structures: Packaging
Computing: Branching Databases
P.E: Dance & Basketball
R.E For Christians, when Jesus left, what was the impact of Pentecost?
PSHE: Celebrating difference



Geography

Intent: Children will explore prehistoric Britain and develop an understanding of how life changed from the Stone Age to the Bronze Age and Iron Age. They will use archaeological evidence to investigate how people lived, worked and traded, and examine how new technologies transformed daily life. Children will compare periods of history and use evidence to form and justify their own historical opinions.

Skills and Knowledge

- Develop a chronological understanding of prehistory.
- Place BC and AD accurately on a timeline.
- Use archaeological evidence to learn about the past.
- Make deductions from artefacts and sources.
- Understand the limitations of historical evidence.
- Explain how bronze changed life in prehistoric Britain.
- Explore the importance of trade during the Iron Age.
- Identify continuity and change across different periods of prehistory.
- Use evidence to support historical conclusions.

Sticky Knowledge:

- I know that prehistory was a very long time ago before written records.
- I can place BC and AD correctly on a timeline.
- I know that archaeologists use artefacts and evidence to learn about the past.
- I can explain what life was like at Skara Brae.
- I know that bronze was stronger than stone and changed farming and daily life.
- I know that trade became more important during the Iron Age.
- I can identify similarities and differences between the Stone Age, Bronze Age and Iron Age.
- I can use historical evidence to explain which period I would have preferred to live in.

Vocabulary: prehistory, BC, AD, evidence, archaeologist, artefact, historian, settlement, source, primary source, secondary source, trade, barter, import, export, reconstruction, chronology

Subject Composite: Children will create a final piece answering the enquiry question: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? They will use evidence gathered throughout the unit to justify their decision and explain how life changed over time.

Impact: Children will develop a deeper understanding of prehistoric Britain and how historians use evidence to interpret the past. They will be able to explain changes across the Stone, Bronze and Iron Ages and confidently justify historical opinions using evidence



Science
Rocks

Intent: Children explore rocks by identifying, grouping and classifying a range of rocks. Children investigate rocks appearance. Children test rocks for hardness, whether they sink or float and whether acid causes a reaction.

Skills, and Knowledge:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Working scientifically - making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment
- Working scientifically - talk about criteria for grouping, sorting and classifying
- Working scientifically - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sticky Knowledge:

- Rocks are natural materials that have different properties.
- Granite, pumice, sandstone, chalk, marble and gneiss are all types of rock
- Some rocks have grains, some have crystals and some have layers
- Some rocks are light and some are heavy
- Rocks are used as building materials and they can change over time.

Key Vocabulary: granite, pumice, sandstone, chalk, marble, gneiss crystals, grains, layers, texture, hardness, float, sink, brittle, reaction, texture, weathering

Subject Composite: Children investigate which rocks can be found in the local environment.

Impact: Children have a greater understanding of the world around them and understand that rocks have different properties and are used for different things.



Art

Intent: Children will develop both the technical skills and creative confidence when drawing using charcoal. Children will be encouraged to explore and master various charcoal techniques while fostering a deeper understanding of art.

Skills, and Knowledge:

- Develop proficiency in using charcoal, experimenting with strokes, hatching, cross-hatching, blending, scumbling, and dotting.
- Create sketch books to record their observations and use them to review and revisit ideas.
- To use the language of art.

Sticky Knowledge:

- I know that charcoal is different from pencils and crayons due to its texture, flexibility, and ability to create deep shadows.
- I know that charcoal can be manipulated using various tools (e.g., blending stumps, fingers) to create different effects
- I can name some techniques that can be used when drawing and explain the effect e.g. scumbling, cross hatch
- I can explain how light and shadow make a flat object appear 3D.

Key Vocabulary: charcoal, stroke, light stroke, hard stroke, short stroke, long stroke, hatching, cross hatching, blending, blending stump, scumbling, dotting (stippling), shading, texture, light and shadow

Subject Composite: Children to create a charcoal drawing of Carwynnen Quoit using the techniques they have gained in lessons.

Impact: Children will have a solid foundation in charcoal techniques, giving them greater control over their materials and the ability to apply these skills in future art projects.



Y3/4 Spring 1

What was important to Ancient Egyptians?

Texts: Cinderella of the Nile
The Story of Tutankahmun

Trips and visits: Truro museum
Music: Musical motifs: Reading the stave
DT: Textiles Egyptian collars
Computing: Spreadsheets
P.E: Gymnastics & Tag Rugby
R.E: What do Hindus believe God is like?
PSHE: Dreams and Goals



Intent: Children will investigate Ancient Egyptian civilisation and explore what mattered most to the people who lived there. They will study the importance of the River Nile, religious beliefs, gods and goddesses, hieroglyphics, mummification and beliefs about the afterlife. Through the use of sources, children will develop historical enquiry skills and draw conclusions about life in Ancient Egypt.

Skills and Knowledge

Place Ancient Egypt within a chronological framework.
Locate Ancient Egypt and identify key geographical features.
Ask historically valid questions about sources.
Use sources to find out about the past.
Explain the importance of the River Nile.
Understand the significance of hieroglyphics and the Rosetta Stone.
Explore religious beliefs and the role of gods and goddesses.
Investigate beliefs about death and the afterlife.
Draw conclusions about what was important to Ancient Egyptians.

Sticky Knowledge:

I know that Ancient Egypt was one of the world's earliest civilisations.
I can locate Ancient Egypt on a map and identify the River Nile.
I know that the River Nile was important for farming, trade and survival.
I know that historians learn about Ancient Egypt through a range of sources.
I can explain why the Rosetta Stone was significant.
I know that religion played an important role in Ancient Egyptian life.
I know that Ancient Egyptians believed in an afterlife.
I can explain why mummification was important to Ancient Egyptian beliefs.
I can decide what was most important to Ancient Egyptians and justify my opinion using evidence.

Vocabulary: civilisation, source, chronology, achievement, trade, goods, beliefs, gods, goddesses, hieroglyphics, Rosetta Stone, River Nile, mummification, afterlife, continuity

Subject Composite: Children will create a final response to the enquiry question What was important to Ancient Egyptians? They will use evidence from across the unit to identify and justify the aspects of life they believe were most significant to Ancient Egyptian society.

Impact: Children will develop a secure understanding of Ancient Egyptian civilisation and the importance of geography, religion and beliefs in shaping people's lives. They will strengthen their ability to question, analyse and interpret historical sources while drawing evidence-based conclusions about the past.



Intent: Children make links across subjects by drawing upon the history work on Mary Anning during this unit. Children learn about fossils and how they were formed.

Skills and Knowledge

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Working scientifically - asking relevant questions and using different types of scientific enquiries to answer them.
Working scientifically - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sticky Knowledge:

A fossil is the remains or trace of a living thing that lived a long time ago.
Shells, fossils, footprints can all form fossils
The process of fossilisation takes thousands of years.

Key vocabulary: fossil, rock, skeleton, shell, fossilisation, sediment

Subject Composite: Children create fossils to help them present how the fossilisation process happens.

Impact: Children have a clear understanding of how fossils have formed and link this knowledge to prior learning on Mary Anning.



Intent: Children explore different soils and what they are made of. This is the first time children have studied soil. They take part in simple practical activities such as closely observing, sieving and adding water to soil. Testing soil will enable children to describe the features of different soils.

Skills and Knowledge

Recognise that soils are made from rocks and organic matter
Working scientifically - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
Working scientifically - using straightforward scientific evidence to answer questions or to support their findings.
Working scientifically - setting up simple practical enquiries, comparative and fair tests
Working scientifically - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
Working scientifically - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Sticky Knowledge:

Organic matter is the remains of dead plants and animals
Soils are made from rocks, organic matter and water.
Soils can be a habitat for many small animals
Soils provide nutrients for plants
Soil can prevent flooding by absorbing water

Key vocabulary: soil, sandy soil, clay soil, peat soil, chalky soil, organic matter, nutrients, habitat loss, deforestation, habitat, independent variable, dependent variable, controlled variable, filter paper, filter funnel, measuring cylinder, absorb, conclusion, evaluation, data

Subject Composite: Children take part in a range of investigations

Impact: Children have a greater understanding of the world around them. They develop scientific working skills and can explain how they set up experiments.



Intent: Children explore texture, collage techniques, and mixed media, fostering an understanding of how different materials and methods can enhance artistic expression.

Skills and Knowledge

Exploring and experimenting with various papers, textures, and mixed media to create unique artwork.
Practicing and applying techniques to create texture, combine collage with pen detail, and enhance compositions with layered materials.
Planning their Egyptian headpiece design by sketching and documenting ideas before starting their final self-portrait.
Developing skills in paper manipulation, composition, and adding intricate details with pen.
Discussing the impact of texture, colour, and composition in their own and others' artwork.

Sticky Knowledge:

I know that mixed media means using a range of techniques and artistic devices in one art piece.
I know and can use folding, scrunching, feathering, and layering paper to create different textures.
I know that combining black-and-white photographs with colourful collage elements creates visual contrast.

Key vocabulary: texture, folding, scrunching, feathering, collage, layering, composition, 3D effect, mixed media, detailing

Subject Composite: Children create a self portrait using mixed media.

Impact: Children build confidence in using varied techniques, gain appreciation for cultural and historical art influences, and develop a deeper understanding of how textures and details contribute to storytelling in art.



Y3/4 Spring 2

Texts: Flotsam The Baker by the Sea

Trips and visits: Field Work at Pendarves Woods
Music: Musical motifs: Reading the stave
DT: Microbit coding
Computing: Coding
P.E: Badminton & Health Related Fitness
R.E: Why do Christians call the day Jesus died 'Good Friday'?
PSHE: Healthy Me

What are rivers and how are they used?



Geography

Intent: Children will develop their understanding of rivers and the water cycle. They will learn how rivers are formed, explore their key features and locate major rivers. Through fieldwork, children will investigate a local river and consider how rivers are used and cared for.

Skills and Knowledge

Describe the water cycle.
Identify the features and courses of a river.
Locate major rivers using maps and atlases.
Describe how rivers are used by people.
Identify human and physical features in a river environment.
Use maps to locate rivers and geographical features.
Carry out fieldwork and collect geographical data.

Sticky Knowledge:

I know that water moves through a continuous water cycle.
I can explain evaporation, condensation and precipitation.
I know that rivers have a source, course and mouth.
I can identify river features such as tributaries, meanders, waterfalls and estuaries.
I can name and locate some major rivers.
I know that rivers are used for water, transport, leisure and farming.
I can identify human and physical features around a river.
I can suggest ways a river environment can be improved.

Vocabulary: water cycle, evaporation, condensation, precipitation, river, source, tributary, meander, waterfall, floodplain, estuary, delta, river mouth, valley, flooding, irrigation, leisure, oxbow lake

Subject Composite: Children will take part in fieldwork at a local river, identifying and recording human and physical features. They will use their findings to evaluate the river environment and suggest improvements.

Impact: Children will develop a secure understanding of how rivers are formed and used. They will confidently use geographical vocabulary, maps and fieldwork skills to explain the importance of rivers in both the natural and human world.



Science Light

Intent: Children learn about light for the first time. Children explore the difference between natural and artificial sources of light. Children learn about the sun and how to keep sun safe. Children learn very simple how we see and explore shadows and how they are made.

Skills and Knowledge

Recognise that they need light in order to see things and that dark is the absence of light
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
Notice that light is reflected from surfaces
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change
Working scientifically - identifying differences, similarities or changes related to simple scientific ideas and processes
Working scientifically - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
Working scientifically - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
Working scientifically 0 asking relevant questions and using different types of scientific enquiries to answer them.
Working scientifically - setting up simple practical enquiries, comparative and fair tests

Sticky Knowledge:

Humans and other animals need light to see
The sun is a natural light source
Without the sun living things would not be able to live and grow on planet earth
Light from the sun can be dangerous and there are ways to protect your eyes from the sun
Light travels from a light source to an object
Reflection is the return of light from a material or surface and is reflected into our eyes
Shadows are formed when a light from a light source is blocked by an object

Vocabulary: light, eyes, light sources, natural light sources, artificial light sources, sun, sunglasses, protect, reflection, shiny, dull, opaque, translucent, transparent, shadow, independent variable, dependent variable, controlled variables, distance, conclusion, evaluation

Subject composite: Children experiment with shadows and can explain how they are formed.

Impact: . Children understand more about the world around them. They understand how they see and how to keep themselves safe in the sun.



Art

Intent: children design and create accurate print designs. They use acetate to create monotype prints. Children explore using 2 or 3 different colours to print on their acetate and explore how these blend or contrast. Children explore using stencils or found objects to create negative space on their prints. Children explore printing onto different materials and types of paper e.g tissue paper, fabric, newspaper

Skills and Knowledge:

Use sketch books to record their observations and use them to review and revisit idea.
To develop mastery in printing and demonstrate increased control.
Learn about great artists

Sticky Knowledge:

William Morris is a famous print artists who is known for creating nature inspired wallpaper.
I know a monoprint is a single unique print
I know artists can be inspired by the world around them.
I know that I can refine my ideas and reflect on my work and this is how I become a more skilled artist
I know that I can mix printing inks to create a range of colours and I can use more than 1 colour on a printing plate.

Vocabulary: monoprint, acetate, printing plate, William Morris, Lou Tonkin, printing ink, transferring, press, detail, adjust, blend, paper type, layering, paper choice, blank space, final piece, repeat, effects

Subject composite: Children create final pieces inspired by either William Morris or Lou Tonkin using the skills they have learnt through the lessons.

Impact: Children become more confident print makers. They hone skills and add detail to their work. They justify the artistic choices they make.



Intent: Children use micro-bits to create devices to monitor fitness. In the Fitness friend activity students create a simple wearable device to give regular reminders to do some exercise.
In the Heart rate monitor activity students learn how to measure their heart rate and create a prototype of a heart rate monitor.
In the Walking for water activity students learn how some children have a daily walk for water and create a step counter to track their steps.

Skills and Knowledge

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Apply their understanding of computing to program, monitor and control their products

Sticky Knowledge:

A micro:bit is a pocket sized computer.
A micro:bit has an LED light display, buttons, microphone, sensors and many features.
A micro:bit can be programmed for a specific use.

Vocabulary: micro-bit, algorithm, debug, input output, purpose, sequence, control, Bluetooth, flashing, LED, microphone, processor, touch sensor, USB, error code

Subject composite: Children create a heart rate monitor using the micro-bit

Impact: Children experience programming for a real purpose.

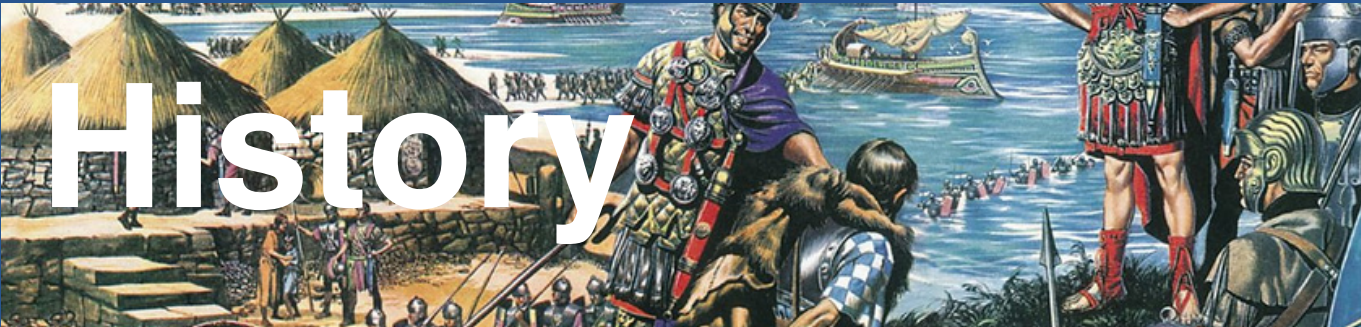


Summer 1 2025

Why did the Romans invade and settle in Britain?

Texts: The Ever Changing Earth
The Crown

Trips and visits: The History Man
Music: Reggae rhythms: Playing in a band
DT: Cooking adapting a recipe
Computing: Presentations
P.E: Swimming & Rounders
R.E: What does it mean to be a Hindu in Britain today?
PSHE: Relationships



Intent: Children will explore life in Ancient Rome and learn why the Romans invaded and settled in Britain. They will investigate how Britons responded, why the Roman army was successful and the lasting impact the Romans had on Britain.

Skills and Knowledge

Explain what was important to people in Ancient Rome.
Understand the meaning of empire, invasion and settlement.
Explore reasons for the Roman invasion of Britain.
Explain how Britons responded to Roman rule.
Use sources and artefacts to learn about Roman soldiers.
Explore the legacy of the Romans in Britain.

Sticky Knowledge:

I know that the Roman Empire was powerful and wanted to expand.
I can explain why the Romans invaded Britain.
I know that Britons responded to the invasion in different ways.
I know that the Roman army was successful because of its discipline and organisation.
I can use artefacts to learn about Roman soldiers.
I can explain how the Romans changed Britain.

Vocabulary: empire, invasion, settlement, emperor, conquer, expand, civilisation, archaeology, artefact, chronology, government, impact, legacy, primary source, secondary source

Subject Composite: Children will answer the enquiry question Why did the Romans invade and settle in Britain? using evidence from sources and artefacts to explain the impact of Roman rule.

Impact:

Children will understand how the Roman invasion shaped Britain and be able to use historical evidence to explain its significance and legacy



Intent: Children develop their knowledge of plants from KS1 and develop their understanding of the life cycle of a plant.

Skills and Knowledge:

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.
Working scientifically - using straightforward scientific evidence to answer questions or to support their findings.
Working scientifically - talk about criteria for grouping, sorting and classifying
Working scientifically - asking relevant questions and using different types of scientific enquiries to answer them
Working scientifically - setting up simple practical enquiries, comparative and fair tests

Sticky Knowledge:

Plants are made up of different parts which have different functions.
The roots absorb water from the soil and hold the plant in place
The stem carries water to different parts of the plant
The leaves absorb sunlight to make food for the plant
The flowers help the plant to reproduce and create new life
There are small tubes inside of the stem that transports water to different parts of the plant, such as leaves and flowers
Germination is the process of a seed breaking out its coating and sending out its first leaves and roots
Pollination is the transfer of pollen from the male part of the flowering plant to the female part of the plant so that the plant can reproduce.

Vocabulary: leaf, stem, roots, flower, soil, dissection , independent variable, dependent variable, controlled variable, soil, seed, scales, measuring cylinder, absorb, water transportation, seedling, seed coating, germination, flower, petals, stamen, pistil, wind dispersal, animal dispersal, water dispersal, explosion dispersal, seed dispersal, life cycle reproductive organs

Subject composite: Children explore a range of plants and seeds to support their understanding of the parts of plants and it's life cycle.

Impact: Children have a developed understanding of plants, what they need to grow and how they reproduce.



Intent: Children are introduced to the traditional art form of bust sculptures, children will learn practical clay skills like shaping, joining, and texturing. They will also develop an understanding of proportion, symmetry, and realistic detail, enhancing their observational skills.

Skills and Knowledge:

Manipulating Clay: Learning techniques like scoring and slip to join clay effectively.
Creating Form and Structure: Sculpting basic shapes (spheres, cylinders) and applying these to form the head, neck, and shoulders.
Detailing Techniques: Using tools to refine features like eyes, nose, mouth, and ears, enhancing fine motor skills.
Experimenting with Texture: Exploring various textures for hair and decorative details.
Sketching Proportions: Developing accuracy in proportion and scale through sketching before sculpting.
Designing and Planning: Creating initial sketches and planning the placement of facial features before applying them to clay.
Reflecting on Their Work: Evaluating their own sculptures and considering improvements.

Sticky Knowledge: Children to create their own bust sculptures
I know a bust is a sculpture of the upper torso and head
I know how to use clay tools to to add details and textures
I know you can score clay and use slip to join pieces of clay together.
I know that proportion is important and I know some facts to help me for example the eyes are halfway down the head.

Vocabulary: bust, sculpture, clay handling techniques, basic forms, facial features, torso, proportion and structure, scoring, slip, symmetry, detailing techniques, personalisation, texture, reflection

Subject composite:

Impact: By the end of the unit, children will have gained confidence in using clay as a medium and developed foundational sculptural techniques. They will understand the importance of proportion and symmetry, which can be applied in other forms of art. The exploration of Roman busts will broaden their cultural awareness and deepen their appreciation for art history.



Year 3/4 Summer 2

Texts: Jaberwocky
The Zebra’s Great Escape

Trips and visits: Summer Camp
Music: Reggae rhythms: Playing in a band
DT: Structures: Helmets
Computing: Touch Typing
P.E: OAA and Athletics
R.E: How and why do people mark the significant events of life
PSHE: Changing me

Why do people live near volcanoes?



Geography

Intent: Children will explore the structure of the Earth and learn how mountains, volcanoes and earthquakes are formed. They will investigate tectonic plates, consider the advantages and disadvantages of living near volcanoes, and use fieldwork to explore and identify different rock types in their local environment.

Skills and Knowledge

Name and describe the layers of the Earth.
Explain how mountains and volcanoes are formed.
Understand how tectonic plates create volcanoes and earthquakes.
Identify different types of volcanoes and their features.
Explain the positive and negative effects of living near a volcano.
Identify and classify different rock types through fieldwork.

Sticky Knowledge:

I know that the Earth is made up of four layers: crust, mantle, outer core and inner core.
I know that mountains and volcanoes are formed by movements of tectonic plates.
I can identify the features of a volcano.
I know that volcanoes can be active, dormant or extinct.
I can explain some benefits and risks of living near a volcano.
I know that earthquakes happen when tectonic plates move.
I can identify different rock types and where they come from.

Vocabulary:

crust, mantle, outer core, inner core, tectonic plate, plate boundary, volcano, magma, vent, composite volcano, shield volcano, active volcano, dormant volcano, extinct volcano, earthquake, seismic waves, epicentre, igneous rock, sedimentary rock, metamorphic rock

Subject Composite:

Children will answer the enquiry question Why do people live near volcanoes? using their knowledge of volcanoes, earthquakes and tectonic plates to explain both the positive and negative impacts on communities. They will also present findings from their rock fieldwork.

Impact: Children will develop an understanding of the physical processes that shape the Earth. They will be able to explain how volcanoes and earthquakes occur, understand their impact on people and places, and apply geographical fieldwork skills to investigate the world around them.



Science Forces

Intent: Children are introduced to forces for the first time. They build on the work they did in Y2 where they looked at changing the shape of objects through squashing, twisting, bending and stretching. Children learn about friction as a contact force and explore the force through investigations and hands on experiences.

Skills and Knowledge

Compare how things move on different surfaces
Working scientifically - identifying differences, similarities or changes related to simple scientific ideas and processes
Working scientifically - using straightforward scientific evidence to answer question or to support their findings
Working scientifically - setting up simple practical enquiries, comparative and fair tests.
Working scientifically- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sticky Knowledge:

Forces are pushes or pulls
Friction is a contact force that is caused by one object being pushed across the surface of another
Friction can stop or slow down a moving object
A contact force is a push or pull that affects objects which are touching.
Smooth surfaces, such as ice, wood and plastic have lower levels of friction
Rough surfaces, such as concrete, sand, carpet have higher levels of friction.

Vocabulary: push, pull, force, contact force, friction, smooth, rough, independent variable, dependent variable, control variables, data, prediction

Subject composite: Children carry out hands on investigations to explore friction.

Impact: Children begin to understand how science informs design and can see forces being used in their everyday life e.g. a bike’s break. They can explain the work of forces.



Science Magnets

Intent: Children explore magnets and non-contact force for the first time. They learn about the different poles on magnets and explore materials which are magnetic and those that are not.

Skills and Knowledge:

Notice that some forces need contact between 2 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.
Observe how magnets attract or repel each other and attract some materials and not others.
Describe magnets as having two poles and predict whether two magnets will attract of repel each other depending on which poles are facing.
Working scientifically - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
Working scientifically – Identifying differences, similarities or changes related to simple scientific ideas and processes
Working scientifically - setting up simple practical enquiries, comparative and fair tests

Sticky Knowledge:

A magnetic force is a non-contact force.
Magnets have two poles- a north and south pole.
Some materials are magnetic and some are not. I can name some of these.
Magnetic metals include iron and steel.
The opposite poles on two magnets will attract each other.
The same poles on two magnets will repel each other.

Vocabulary: magnet, magnetic, poles, iron, magnetic force, metal, non-metal, attract, steel, aluminium , attract, repel

Subject composite: Children take part in a range of investigations.

Impact: Children have an understanding of forces that can’t be seen. They can identify where magnets are used in everyday life.



Science Biodiversity

Intent: Children use their knowledge of different plants, animals and habitats to explore biodiversity. They learn that biodiversity is not fixed and can both increase and decrease. Children learn about the impact humans can have on the environment.

Skills and Knowledge:

Working scientifically - asking relevant questions and using different types of scientific enquiries to answer them.
Working scientifically - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Sticky Knowledge:

Biodiversity describes the variety of living things within a habitat
Plants and animals may become endangered or extinct if their habitats are continually destroyed.
Rewilding increases biodiversity by reintroducing plants to a habitat.
Tree planting, seed scattering and no-mow zones are all ways to increase biodiversity in an area.

Vocabulary: biodiversity, endangered, extinct, rewilding, habitat

Subject composite: Children identify an area of the school grounds where biodiversity can be increased through rewilding projects. They plan and carry out a class project.

Impact: Children learn about how their actions can have an impact on their own environment. They feel empowered to make positive environmental discussions.