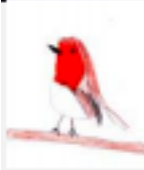


	AUTUMN		SPRING		SUMMER	
 <p>CLASS 4 Year 3/4</p>	<p>GEOGRAPHY-Topic Title: <u>Our Local Area- Preston Candover</u></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Identify where in the world Europe is and what it's like - Identify where in the UK our local area is and what it's like - Identify land use in UK - Draw conclusions about where we would like to live and justify - Identify how our land use has changed - Identify our local issue - Appreciate our local area <p><i>Fieldwork: Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live.</i></p> <p>Big Enquiry Question: How is reality affected by perspective?</p>	<p>HISTORY – Topic Title: <u>Romans-</u> What was the Roman Empire's most significant impact in Britain?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Dates of the Roman Empire/invasion of Britain - Some idea of the size/ spread of the Roman Empire. - Understands major changes made in Britain by the Romans, including what Romanization was. - Knows some things that changed/ remained the same during and after the Roman occupation. <p>Big Enquiry Question: Do actions always speak louder than words?</p>	<p>GEOGRAPHY – Topic Title: <u>Energy and Sustainability</u></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - To explain and investigate the effects of global warming, including tornados. - To understand where energy comes from and how we use energy in the home. - Investigate renewable energy sources (solar, wind, hydro). - To understand the importance of wind energy and how wind turbines create electricity. - To understand how these energy sources are useful and the different contexts we use them. <p><i>Fieldwork:</i> Explore ways to save energy on an individual scale, school level, country level, world level.</p> <p>Big Enquiry Question- Have humans destroyed the earth beyond repair?</p>	<p>HISTORY-Topic Title: <u>Alfred the Great</u></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - What made Alfred the Great, great? - When and Where did Alfred rule? - Alfred vs. Vikings - Danegeld - Battle of Edington - Make cakes (but don't burn them like Alfred did!) <p>Big Enquiry Question: What makes something or someone great?</p>	<p>GEOGRAPHY – Topic Title: <u>European study Ski resort - La Plagne - France</u></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Location of each continent and ocean. - Identify continents and oceans bordering Europe. - Identify the human and physical features of Europe (and France) and describe the pattern across the continent using the four points of a compass. - Key locational and positional vocabulary. - Human and physical features of La Plagne and their local area. - Use maps and images to compare the similarities and differences between the two places. - Understand how the settlement and land use are different between the locations. - Different climates, the changes throughout the year and how this affects people's lives. - Explore why the climate is different up a mountain compared to Hampshire. - Identify how La Plagne makes money and will compare the similarities and differences to their local area <p><i>Fieldwork</i> Chn will explore how people are employed in their local area and how people spend their money to benefit the local area.</p> <p>Big Enquiry Question: La Plagne is a world away from our local area.</p>	<p>HISTORY – Topic Title: <u>Vikings- Law breakers or Law Makers?</u></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - Understand how knowledge of the past is obtained and constructed. - Describe how different interpretations arise. - To understand that historical understanding is being continuously revised. - To learn about Viking raids and invasions. - To understand the push and pull factors for Viking invasions. - Explain consequences in terms of immediate and longer term effects and how people were affected differently. - Link causes and explain that one cause might be linked to another. - Compare and contrast Viking lives to our lives now. - Explore Viking culture. <p>Big Enquiry Question: Were Vikings raiders or traders?</p>
	<p>SCIENCE</p> <p><u>Magnets</u></p> <p>Knowledge Block 1- What magnets do</p> <ul style="list-style-type: none"> • Magnets exert attractive forces on some metals <p>Knowledge Block 2- Magnets don't need to touch</p> <ul style="list-style-type: none"> • Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force <p>Knowledge Block 3- Magnets attract and repel</p> <ul style="list-style-type: none"> • Each end of a magnet is called a pole, opposite poles are called north and south. • Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). • Magnets exert repulsive forces on each other when the poles facing each other are the same. <p>Knowledge Block 4- what affects magnetic strength</p> <p>The strength of magnetic forces is affected by:</p> <ul style="list-style-type: none"> • The strength of the magnet. • The distance between the magnet and the object. <p>The material the object is made from.</p> <p><u>Living things</u></p> <p>Knowledge Block 1- Classifying living things</p> <ul style="list-style-type: none"> • Living things can be divided into groups based upon their characteristics • Classification keys help group, identify and name living things • Animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine) • In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten • If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others 	<p>SCIENCE</p> <p><u>Solids, liquids and gases</u></p> <p>Knowledge Block 1- Properties of solids, liquids and gases</p> <ul style="list-style-type: none"> • Materials can be divided into solids, liquids and gases. • Solids hold their shape unless forced to change. • Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. • Gases move everywhere and are not held in containers by gravity. <p>Knowledge Block 2- Changing state</p> <ul style="list-style-type: none"> • Heating causes solids to melt into liquids and liquids to evaporate to gases. • Cooling causes gases to condense to liquids and liquids to freeze to solids. <p>Knowledge Block 3- Melting, freezing, boiling and condensation temperatures</p> <ul style="list-style-type: none"> • Different substances change state at different temperatures but the temperatures at which given substances changes state is always the same. <p>Knowledge Block 4- All about the water cycle</p> <ul style="list-style-type: none"> • The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid. • The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. • Liquids evaporate slowly, even below their boiling temperatures. • The water cycle is the process by which water is continuously transferred between the surface of the earth and the atmosphere. <p>Liquid water evaporates into water vapor, condenses to form clouds, and precipitates back to earth in the form of rain and snow</p> <p><u>Rocks and soils</u></p> <p>Knowledge Block 1- The different types of rocks</p> <ul style="list-style-type: none"> • A rock is a solid material made up of minerals forming part of the surface of the Earth 	<p>SCIENCE</p> <p><u>Plants and their food production</u></p> <p>Knowledge Block 1- Plants don't go to McDonalds</p> <ul style="list-style-type: none"> • Plants do not eat food so have to make their own. • This food provides them with energy, and materials to grow • To make the food (sugar) plants need water from the ground, carbon dioxide from the air and light from the sun. <ul style="list-style-type: none"> ○ The water is taken up through the roots from the soil ○ The carbon dioxide is taken in through the leaves <p>As well as food, plants also make oxygen which is given out back into the air through the leaves</p> <p>Conclude longitudinal study</p>			

<p>Knowledge Block 2- Life cycles</p> <ul style="list-style-type: none"> Mammals, amphibians, insects and birds have different life cycles. Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always. All animal life cycles begin with growth and development followed by reproduction. Some animals undergo a complete metamorphosis as they grow. Metamorphosis is a process where animals undergo an abrupt and obvious change in the structure of their body and their behaviour. Some animals are eusocial. This means they live in colonies (groups) with one animal or group producing young and the others working to care for them. <p>Knowledge Block 2- Environmental change</p> <ul style="list-style-type: none"> Environmental change affects different habitats differently Human activity significantly affects the environment <p>Different organisms are affected differently by environmental change</p> <p>Set up longitudinal study</p>	<ul style="list-style-type: none"> Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called ores contain metals Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate <p>Knowledge Block 2- The properties of rocks</p> <ul style="list-style-type: none"> These three types of rocks all have different properties to each other, including porosity, hardness, reaction to chemicals The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals <p>Knowledge Block 3- The structure of soils</p> <ul style="list-style-type: none"> Soil is made up of small broken-down pieces of rock. Soil contains a range of different size rock pieces, e.g., sand grains or stones. Soil also contains humus (rotted plant material) Soil made of very fine rock is called silt or clay. 				
<p>LONGITUDINAL STUDY – tbc after discussion with the pupils</p>					
<p>ART – Topic Title: Surrealism</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Drawing Painting Printing <p>Outcome: Surrealism painting and printing</p> <p>Artist/Designer: Salvador Dali</p>	<p>DT – Topic Title: Structures- Shell</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. <p>Outcome: Roman Chariots</p>	<p>ART – Topic Title: Environmental Changes</p> <p>Links to 'The Window' Jeannie Baker</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Drawing Painting Collage Textiles <p>Outcome: Collage showing Environmental Change</p> <p>Artist/Designer: Henri Rousseau</p>	<p>DT_ Topic Title: Food Tech</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To know that different foods and drinks provide what the body needs to be healthy. Classify food according to appearance, smell, taste, texture, colour, how grown, how produced and how eaten. To be able to design a healthy food snack and observe how ingredients, preparation and cooking can affect the end product. Use nets as patterns to make 3D products, e.g. simple containers, bags. Combine foods from different food groups to create healthy food products. Discuss how products can be improved and how well they meet the needs of the intended user. <p>Outcome: A healthy cake and packaging</p>	<p>ART – Topic Title: Dragons</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Drawing Painting Sculpture- clay Art and ICT <p>Outcome: Clay Dragon Eyes</p> <p>Artist/Designer: Christine Mitzuk and Elaina Wagner</p>	<p>DT – Topic Title: Mechanisms, Levers and Linkages</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To understand what a mechanism is Understand how linkages and pivots work together to create a change in direction or motion To make different linkages using levers and pivots To be able to label designs exploring different mechanisms Create a moving poster using linkages and pivots Understand what a lever is and know that there are different classes of lever Create and test a mechanism that includes a lever <p>Outcome: Moveable/ Pop-Up Book/ Poster</p>
<p>COMPUTING – Topic Title: Connecting Computers</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network 	<p>COMPUTING – Topic Title: Stop-frame animation</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation 	<p>COMPUTING – Topic Title: Creating Media Desktop Publishing</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing 	<p>COMPUTING – Topic Title: Branching Databases</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database 	<p>COMPUTING – Topic Title: Sequencing Sounds</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description 	<p>COMPUTING – Topic Title: Events and Actions in Programs</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge

RE - Topic Title: Making Choices Key Concept: Temptation	RE – Topic Title: Mary, Mother of God Key Concept: Holy	RE – Topic Title: Trees as a symbol Key Concept: Symbol	RE – Topic Title: Paschal Candle Key Concept: Ritual	RE – Topic Title: Hindu Worship Key Concept: Devotion	RE – Topic Title: Raksha Bandan Key Concept: Protection
FRENCH C'est mon anniversaire - Position of France within the French-speaking world through map work - Revisiting some simple questions and responses (name, feelings, where they live and their age). - Introduction of numbers past 12 as far as 31, which will allow children to ask and answer questions relating to their date of birth. Phonics introduced explicitly <u>ch, ou, on, oi</u> <u>Grammar</u> • Simple question forms. • Simple verbs. Simple pronouns.	FRENCH 'La surprise de Handa' - Through the picture book, <i>La surprise de Handa</i> , children discover a new range of simple nouns, many of which are cognates. - Revise position of adjectives in sentences - Practice creating their own descriptions. - Taste the fruits written about in the book - Use positive and negative sentence constructions to describe whether they liked them or not. - Further positive and negative contractions are introduced with <i>j'adore</i> and <i>je déteste</i> . - French Christmas traditions. <u>Grammar</u> • Simple nouns. • Noun/adjective order. • Positive and negative sentence constructions : 'j'aime' and 'je n'aime pas'. • Definate article (le, la and l') .	FRENCH Artist Study- Sonia Deluanay - Introduction of shape vocabulary - Importance of noun and adjective agreement. - New prepositions of place are introduced to be used creatively in an art project in the style of Deluanay. - Use familiar verb forms in new contexts to describe the pictures that they create. - French April Fool's traditions are discussed and celebrated. <u>Grammar</u> • Simple verbs. • Conjunction 'et' and 'mais'. Prepositions 'à' and 'dans' .	FRENCH Quel temps fait-il ? - Epiphany celebrations - Pupils learn to say, read and write a range of phrases to describe the weather - Responding to questions about what the weather is like. - Learn the points of the compass and discuss their relationship to English. - Prepositions of place are introduced and applied to different contexts. - Children use everything they have learned to create a short weather report Phonics introduced explicitly <u>i, in, ique, ille</u> <u>Grammar</u> • Indefinite article (un and une). • Simple verbs. • Noun/adjective order. • Conjunctions 'et', 'mais' and 'aussi'. • Noun/adjective agreement. Further prepositions of place.	FRENCH Je m'habille. - Pupils learn a variety of different items of clothing - Describe what they and others are wearing, including an adjective of colour to add more detail. - Children consider what items they would take with them on holiday to a particular destination in the Francophone world and explain why, using vocabulary relating to the weather <u>Grammar</u> • The indefinite article in the singular (un and une). • Agreement of noun and adjective. • Conjunction 'et' and 'parce que'. • Creating plural nouns. • Indefinite article in the plural (des).	FRENCH Je vais en vacances. - Children explore a variety of holiday destinations around the Francophone world, comparing the location and climate. - They use this knowledge, combined with all that they have learned about different items of clothing, to describe what they would pack in their suitcase for a trip to a particular country and why. - The year ends with a celebration of <i>le 14 juillet</i> . <u>Grammar</u> • The indefinite article in the singular (un and une). • Agreement of noun and adjective in the singular and the plural. • Conjunction 'et' and 'parce que'.
PE/DANCE Knowledge/Key Concepts: - Dance - Invasion Games – Bee Netball - Gym (Static Shapes)		PE/DANCE Knowledge/Key Concepts: - Swimming - Gym (Movement) - Invasion Games – Hockey		PE/DANCE Knowledge/Key Concepts: - Dance - Athletics - Striking and Fielding games - Rugby	

<p>CITIZENSHIP/PSHE – Topic Title: What strengths, skills and interests do we have?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how to recognise personal qualities and individuality - to develop self-worth by identifying positive things about themselves and their achievements - <i>how their personal attributes, strengths, skills and interests contribute to their self-esteem (1)</i> - how to set goals for themselves - <i>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</i> <p><i>NOIOS: Red A Crayon's Story- to be who you want to be</i></p> <p><i>NOIOS: Dog's Don't Do Ballet- to know when to be assertive</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: How can we be a good friend?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded - how to recognise if others are feeling lonely and excluded and strategies to include them - <i>how to build good friendships, including identifying qualities that contribute to positive friendships (1)</i> - that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences - how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p>Link to British Values: Mutual Respect</p> <p><i>NOIOS: The Way Back Home- to overcome language as a barrier</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: How can we manage our feelings?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how everyday things can affect feelings - how feelings change over time and can be experienced at different levels of intensity - the importance of expressing feelings and how they can be expressed in different ways - how to respond proportionately to, and manage, feelings in different circumstances - ways of managing feelings at times of loss, grief and change - how to access advice and support to help manage their own or others' feelings 	<p>CITIZENSHIP/PSHE – Topic Title: What makes a community?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups - <i>what is meant by a diverse community; how different groups make up the wider/local community around the school</i> - how the community helps everyone to feel included and values the different contributions that people make - how to be respectful towards people who may live differently to them <p>Link to British Values: Mutual Respect, respect for other of different faiths and beliefs</p> <p><i>NOIOS: King and King- to understand why people choose to get married PSHE ASSOC.</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: How can we manage risk in different places?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how to recognise, predict, assess and manage risk in different situations - how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) - how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence - how people's online actions can impact on other people - how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online - how to report concerns, including about inappropriate online content and contact - that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law <p>Link to British Values: The Rule of Law</p> <p><i>PSHE ASSOC.</i></p>	<p>CITIZENSHIP/PSHE – Topic Title: How can our choices make a difference to others and the environment?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how people have a shared responsibility to help protect the world around them - how everyday choices can affect the environment - how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) - the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues - how to show care and concern for others (people and animals) - how to carry out personal responsibilities in a caring and compassionate way <p>Link to British Values: Individual Liberty</p> <p><i>PSHE ASSOC.</i></p>
<p><u>Music : Ukeleles</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> • Know string names and relative pitch • Demonstrate strumming and plucking • Understand steady beat and rhythm in 2,3 and 4 metre • Identify other related instruments 	<p><u>Music- Recorders</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> • Learn fingering for GABCD (descant) CDEFG (treble) • Read simple tunes from conventional notation • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately 	<p><u>Music- Keyboards</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> • Play simple tunes using 5 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Understand solo, unison, ensemble • Recognise repeated sections in music played, sung and listened to 			
<p><i>Music to be taught by specialist music teacher HMS</i></p>					