

## Slaley First School LTP-Year A

Years 3/4	Autumn		Spring		Summer
Science	<p><b>Animals including humans -</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><b>Light -</b> Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><b>Forces and Magnets -</b> Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Sound -</b> Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Plants -</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
	<p><b>Ongoing all year</b> - working scientifically - ask relevant questions and use scientific enquiry to answer them, set up practical enquiries, make observations, take accurate measurements, use a range of equipment, record findings use and present data, report on findings and draw conclusions.</p>				

## Slaley First School LTP-Year A

Geography		<b>Around our world -</b> Locational Knowledge- Place Knowledge- human and physical Exploring the UK ( Counties, and cities, locate the worlds' countries and capital cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, etc. <b>Trip to explore the Tyne</b>	
	<b>Ongoing across the year</b> - using Geographical skills and field work to observe, measure, record and present human and physical features. - using maps, atlases and globes - use the eight points of the compass, four and six figure grid References, symbols and keys and ordinance survey maps. - using map skills to follow a route on a map, locate places on maps, locate and name places in the UK, Europe and the world on maps or a globe. Locate and name Capital cities, continents and oceans. Geographical skills and field work - on going across the year		
History	<b>Change-</b> <b>Stone Age to Iron Age in Britain.</b> Who was here before me? <b>Trip to Great North Museum</b>		<b>Roman Empire -</b> <b>Impact on Britain.</b> <b>Trip to Vindalonda and the Roman Army Museum</b>
	Ongoing across the year - interpreting history, discuss continuity and change and making links between events situations and changes, causes and consequences of events, situations and changes, recognise similarities and differences between different periods and to be able to recognise historically significant people and events. Developing increasingly secure chronological knowledge and understanding of history, local, British and world. Developing the use of subject terminology. Using and interpreting sources and artefacts.		
Computing	<b>ICT -</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluation and presenting data and information.	<b>Computer Science -</b> Design, write and debug programs that accomplish specific goals...solve problems by decomposing them in smaller parts. Use sequence, selection and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<b>Computer Science -</b> Recognise common uses of information technology beyond school: Blogging, email and working on shared sites - School 360.

## Slaley First School LTP-Year A

	<b>Digital Literacy – (Across the curriculum)</b> Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
Art and Design	Drawing and Painting: Cave art, Northumberland rock art Design & make: Decoration for French penpal; cards & calendars.	Famous painters: Use of light in painting Work by past and present architects Printing & collage	Photography Sketching & Painting Romans		
	Ongoing across the year – create sketchbooks to record observations Improve their mastery of art and design techniques				
D and T	<b>Textiles:</b> Textile T-Shirt Design	<b>Mechanism:</b> Pop up books and their mechanisms	<b>Cooking and Nutrition:</b> Research based bread design		
	<b>Design &amp; Evaluate:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.				
Music Charanga Music School.	<u>Let Your Spirit Fly</u> <i>R &amp; B</i> All the learning is focused around one song. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<u>African Drums</u> <i>Djembe Course</i> Learning about the language of music through playing the Djembe drums. Learning is focused around exploring and developing playing skills and students are encouraged to play accurately and to be creative	<u>Three Little Birds</u> <i>Bob Marley - Reggae</i>	<u>The Dragon Song</u>	<u>Bringing Us Together</u>
	All the learning is focused around one song. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.			Reflect, Rewind and Replay Unit of Work that consolidates learning that has occurred during the year. All the learning is focused around the revision of chosen units for a performance, a context for the History of Music and the Language of Music.	
These units have four components: • Listen and Appraise. • Musical Activities - see the activity manual (embed the interrelated dimensions of music through games, singing, playing instruments, improvising and composing). • Perform and share. • Extension Activities (including cross-curricular material).					
MFL	Greetings Journeys Penpal link started	Weather Christmas Traditions/Carol	Dates Learn alphabet to enable spelling of words Family	French story: La chenille qui fait less trous Share activities with French penpals Read longer pieces of text.	

## Slaley First School LTP-Year A

		Numbers 1-10	Penpal video links Opinions Numbers 10-20	Create a simple play (learn & perform)  Numbers 20-30	
	Simple phonics & grammar continues throughout the year.				
R.E.	<b>Christianity</b> <b>How do Christians show that they belong to a community?</b> Focussing on worship and rites of passage to show that they belong and how Christians show they belong to a community.	<b>Christianity</b> <b>Why is Christmas important to Christians?</b> Looking at many aspects of Christmas that are important to Christians. Discussing why this festival is important to Christians.	<b>The Jewish Faith</b> <b>What do Jewish people believe and how do they practice their faith?</b> Events that make Jewish lifestyle distinctive; how the Torah shapes lifestyle; the importance of family; and that stories from the scriptures shape Jewish faith	<b>Christianity</b> <b>What do Christians believe about God?</b> Uses stories from the Bible and that Jesus told to learn about God	<b>Christianity</b> <b>How do Christians practice their faith?</b> Look at how Christians mark significant events in their lives and how they practice their faith.
	Based on the Agreed Syllabus of Northumberland County Council (SACRE)				
PSHE/RSE	<b>Living in a diverse world:</b> Learn about the range of jobs/careers carried out by people. Learn the consequences of racism on individuals and communities. Learn about individual responsibility To recognise the role of voluntary and charity groups. To appreciate the range of ethnic identities in the U.K. To think about the lives of people living in other places with different customs and values. (Link with a large urban primary school) To recognise and challenge stereotypes. To develop an awareness of safety on line.	<b>Children's rights - human rights:</b> Learn that future wants and needs may be met through saving. Learn why and how rules are made and enforced and how to take part in making and changing rules. Learn the consequences of bullying on individuals. Learn about individual responsibility. Learn where to get help and support. Learn that economic choices affect individuals. Learn about personal safety.	<b>Choices and Changes:</b> Recognise the different risks in different situations and then decide how to behave responsibly. Learn school rules about basic emergency aid procedures and where to get help. Explore the complex feelings associated with change. Develop strategies for coping with change. Recognise different risks in different situations - including judging what kind of physical contact is acceptable or unacceptable.		
	Self esteem Challenging gender stereotypes	Safety Differences male & female	Family differences Decision making		
	Begin to discuss their opinions, and explain their views, on issues that affect themselves and society. Develop a positive self-image. Begin to research, discuss and debate topical issues, problems and events - <b>Weekly News Assembly</b>				

## Slaley First School LTP-Year A

	<p>Learn how to resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Learn to explore how the media present information - <b>First News / News Assembly</b></p> <p>Learn basic techniques for resisting pressure to do wrong.</p> <p>Learn how their actions affect themselves and others, to care about other people's feelings and to see things from their points of view.</p> <p>Learn about healthy lifestyles through associated curriculum work and after school clubs - <b>see Website.</b></p>					
P.E.	<p>Multi - skills</p> <p>Focusses on the core skills required to access all areas of the PE Curriculum</p>	<p>Tag Rugby</p> <p>Uses the skills of passing and catching and develops the concept of attacking and defending in small team games</p>	<p>Gymnastics</p> <p>Develops the key skills in partner work and individual routines.</p>	<p>Games ; Netball/ Basketball</p> <p>Uses the skills of passing and catching and develops the concept of attacking and defending i</p>	<p>Games: Cricket</p> <p>Develops the pupils ability to use equipment</p>	<p>Athletics</p> <p>Develops the skills used in Athletics</p>
	<p>Swimming</p> <p>Taught by specialist swimming coaches</p>	<p>Swimming</p> <p>Taught by specialist swimming coaches</p>	<p>Real PE ; Unit One</p> <p>Develops the core skills that pupils need to acquire : Agility, balance and co-ordination</p>	<p>Real PE: Unit Two</p> <p>Develops the core skills that pupils need to acquire : Agility, balance and co-ordination</p>	<p>Real PE: Unit Three</p> <p>Develops the core skills that pupils need to acquire : Agility, balance and co-ordination</p>	<p>Athletics</p> <p>Develops the skills used in Athletics</p>