

Slaley First School LTP-Year B

Year 3/4	Autumn		Spring		Summer	
Science	<p>Rocks(Materials) - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Electricity - Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>States of Matter - Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Living Things and their Habitats - Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Animals, including humans - Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Living Things and their Habitats - Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p>Ongoing all year - 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>						

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Geography	Earth, Wind and Fire. Physical geography - rivers and the water-cycle, mountains, volcanoes and earthquakes and Tornadoes.	Local study- Impact of the lead mining industry based on the Killhope mine area. A study of an aspect or theme in British History since 1066(links to history) Understand types of settlement, and land use, economic activity including trade links and the distribution of natural resources.	
	Ongoing across the year - 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	Links to the geography topic, combining History and Geography		Earliest Civilisation - Egyptians. An overview of where and when the first civilizations appeared. An indepth study of Ancient Egypt
	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	ICT - 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.	Computer Science - 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.	Computer Science - Recognise common uses of information technology beyond school: Blogging, email and working on shared sites.
	Digital Literacy - (Across the curriculum) Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.		

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	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	Collage, painting and photography Study landscape art by Andy Goldsworthy.		Portraiture. Explore art by famous portrait artists.		Sculpture and printing connected to the Egyptians. Mask making	
	Ongoing across the year - create sketchbooks to record observations Improve their mastery of art and design techniques					
D and T	Mechanism: Study work of Antony Gormley. Design a Christmas decoration based on the Angel of the North that uses electricity.		Nutrition/Food: tech Research, plan and make a healthy non-cook traybake.		Textiles: Design and make a simple garment inspired by Egyptian images/hieroglyphs.	
	Design & Evaluate: 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>Mamma Mia - ABBA - Pop</u> All the learning is focused around one song: Mamma Mia. 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>Glockenspiel/Recorder</u> This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. Learning is focused around exploring and developing playing skills through the glockenspiel or the recorder.	<u>Stop!</u> <i>Rap about bullying</i>	<u>Lean On Me</u> <i>Soul & Gospel</i>	<u>Blackbird</u>	<u>Reflect, Rewind and Replay</u> 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.
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	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	Introductions- learn language to talk about themselves. Understanding and responding to simple questions. Investigate the Noyon area (our penpal link). Christmas traditions in France. Learn and perform a carol.		School life in France. Celebrations. Colours. Begin to use adverbs and adjectives in writing.		Reading/ writing longer pieces of text. Study of a traditional tale. Boucle d'or et les trois ours. Plan and create a play based on the story for a shared performance.	

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	Simple phonics and grammar Counting. Using dictionaries.	Link with French school in Behericourt. Email and shared videos.	Learning and performing a variety of songs and rhymes.
R.E.	<p>Islam What do Muslims believe and how do they practice their faith? Focuses on events that make Muslim lifestyle distinctive; know that the Qur'an shapes their lives; and importance of the family and their community.</p>	<p>Christianity What do Christians think about Jesus and how did he influence people who met him? What does the Festival of Easter mean for Christians? Focuses on Jesus as the son of God; how he helped people; and the impact that he had on the people who met him</p>	<p>Hinduism What do Hindu people believe and how do they practice their faith? Focuses on ways in which the Hindu lifestyle is affected by religious practice and beliefs; the importance of sacred writings; and the importance of the family.</p>
Based on the Agreed Syllabus of Northumberland County Council (SACRE)			
PSHE / RSE	<p>TEAM - Relationships This unit aims to enable the children to identify the impact their actions have on the team they are working in. The children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p> <p>Be Yourself - Relationships This unit aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right</p>	<p>Britain - Living in the Wider World This unit aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p> <p>Money Matters - Living in the Wider World This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.</p>	<p>It's My Body - Health & Wellbeing This unit explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <p>Aiming High - Health & Wellbeing In this unit, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they</p>

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	when we make mistakes and the importance of learning from these.			will consider different jobs and roles. In doing this we will explore some of the difficulties face by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.		
	This programme of study for PSHE & RSE gives children the opportunity to: <ul style="list-style-type: none">• Develop confidence and responsibility, making the most of their abilities.• Prepare to play an active role as citizens.• Develop a healthy, safer lifestyle.• Relationships: develop and maintain positive and healthy relationships of all kinds, including friendships; recognising and dealing with unhealthy relationships (including bullying); understanding how to communicate effectively and confidently within relationships.					
P.E.	Multi-skills Focusses on the core skills required to access all areas of the PE Curriculum	Games: Football Developing passing and kicking skills and the concept of attacking and defending in the context of small games	Gymnastics Develops the key skills in partner work and individual routines	Games : Hockey Develops the skill of using equipment in small games. Further develops the skills of passing and dribbling and attacking and defending	Athletics Develop the skills used in Athletics	Games : Tennis Develops the skill of using the racket and the different types of shots
	Swimming Taught by specialist swimming coaches	Swimming Taught by specialist swimming coaches	Real PE : Unit Four Focussing on the core skills that pupils need to develop further: Agility, balance and co-ordination	Dance Using the key skills of agility, balance and co-ordination to create movement to music	Athletics Develop the skills used in Athletics	Real PE : Unit Five Focussing on the core skills that pupils need to develop further: Agility, balance and co-ordination