

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	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.	Earth, Wind and Fire. Physical geography - rivers and the water-cycle, mountains, volcanoes and earthquakes and Tornadoes.	
	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. A depth 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 - School 360.
	Digital Literacy - (Across the curriculum) 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.		

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Art and Design	Drawing and Painting Landscapes		Artists from around the world		Sculpture and Printing connected to the Egyptians.	
	Ongoing across the year - create sketchbooks to record observations Improve their mastery of art and design techniques					
D and T	Mechanism:		Cooking and Nutrition		Textiles:	
	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> Rap about bullying	<u>Lean On Me</u> Soul & Gospel	<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	All about me Unit 1		Games and songs Unit 2		Portraits Unit 4	
R.E.	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.		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		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	

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		helped people; and the impact that he had on the people who met him	importance of the family.
	Based on the Agreed Syllabus of Northumberland County Council (SACRE)		
PSHE / RSE	How do rules and laws affect me? (Respect) Learn why and how rules and laws are made and how to take part in making and changing rules. Learn the consequences of rules/laws on individuals and communities. Learn about individual responsibility. To develop an awareness of safety on line.	People who help us: Learn about the range of jobs carried out by people. To realise the consequences of anti-social and aggressive behaviour (including bullying/racism), on individuals and communities, and how to respond and ask for help. To appreciate the range of ethnic identities in the UK (Big classroom initiative) To think about the lives of people living in other places with different customs and values. To recognise the different risks in different situations and then decide how to behave responsibly. To develop awareness of cycling/road safety To learn the value of setting realistic goals and develop pride in own achievements. Learn about personal safety.	In the media & Moving On: To recognise and challenge stereotypes To explore the complex feelings associated with change. To develop strategies for coping with change. To learn that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong.
	Growing and Changing	Keeping Safe Assertiveness Skills	Thinking, feeling, doing - challenging relationships Your questions answered
	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 - Weekly News Assembly Learn how to resolve differences by looking at alternatives, making decisions and explaining choices. Learn to explore how the media present information - First News / News Assembly Learn basic techniques for resisting pressure to do wrong. Learn how their actions affect themselves and others, to care about other people's feelings and to see things from their points of view.		

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	Learn about healthy lifestyles through associated curriculum work and after school clubs - see Website.					
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	Games : Tennis Develops the skill of using the racket and the different types of shots	Athletics Develop the skills used in Athletics
	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	Real PE : Unit Five Focussing on the core skills that pupils need to develop further: Agility, balance and co-ordination	Athletics Develop the skills used in Athletics