

Slaley First School LTP-Year A

Years 3/4	Autumn		Spring		Summer
Science	<p>Animals including humans - 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>Light - 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>Forces and Magnets - 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>Sound - 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>Plants - 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>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>				

Slaley First School LTP-Year A

Geography		Around our world - 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.	
	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	Change- Stone Age to Iron Age in Britain. Who was here before me? Trip to Great North Museum		Roman Empire - Impact on Britain. Trip to Vindalonda and the Roman Army Museum
	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.

Slaley First School LTP-Year A

	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.				
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	Textiles: Textile T-Shirt Design		Mechanism: Pop up books and their mechanisms		Cooking and Nutrition: Research based bread design - linked to the Romans (Roman Feast).
	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>Let Your Spirit Fly</u> R & B 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> Djembe Course 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> Bob Marley - Reggae	<u>The Dragon Song</u>	<u>Bringing Us Together</u>
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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	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.	Christianity How do Christians show that they belong to a community? Focussing on worship and rites of passage to show that they belong and how Christians show they belong to a community.	Christianity Why is Christmas important to Christians? Looking at many aspects of Christmas that are important to Christians. Discussing why this festival is important to Christians.	The Jewish Faith What do Jewish people believe and how do they practice their faith? Events that make Jewish lifestyle distinctive; how the Torah shapes lifestyle; the importance of family; and that stories from the scriptures shape Jewish faith	Christianity What do Christians believe about God? Uses stories from the Bible and that Jesus told to learn about God	Christianity How do Christians practice their faith? 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	VIPs - Relationships This unit focuses on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these. Safety First - Health & Wellbeing In this unit, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents.		Think Positive - Health & Wellbeing This unit builds on what the children have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning. Respecting Rights - Wider World This unit is designed to help children understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Children will discuss and debate topical issues, problems & events and develop a concept of 'democracy'.		One World - Wider World This unit aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations which help. They will also learn about how to be a good global citizen. Growing Up - Health & Wellbeing This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.

Slaley First School LTP-Year A

	<p>This programme of study for PSHE & RSE gives children the opportunity to:</p> <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	Tag Rugby Uses the skills of passing and catching and develops the concept of attacking and defending in small team games	Gymnastics Develops the key skills in partner work and individual routines.	Games ; Netball/ Basketball Uses the skills of passing and catching and develops the concept of attacking and defending i	Athletics Develops the skills used in Athletics	Games: Cricket Develops the pupils ability to use equipment
	Swimming Taught by specialist swimming coaches	Swimming Taught by specialist swimming coaches	Real PE ; Unit One Develops the core skills that pupils need to acquire : Agility, balance and co-ordination	Real PE: Unit Two Develops the core skills that pupils need to acquire : Agility, balance and co-ordination	Athletics Develops the skills used in Athletics	Real PE: Unit Three Develops the core skills that pupils need to acquire : Agility, balance and co-ordination.