

Art

Children will develop their textiles skills.

Skills:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Learn about great artists, architects and designers in history.

DT

Children will design, create and evaluate using textiles.

Skills:

- Use research and develop design criteria to inform the design of innovative, functional, appealing pictures.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- 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.
- Understand how key events and individuals in design and technology have helped shape the world.

Application of maths across the curriculum: Measuring, proportion, shape

Application of literacy across the curriculum: Reading and following instructions.

Music

Children will learn to sing, play, improvise and compose using Charanga.

Skills:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Application of maths across the curriculum: Counting/calculating the beats in a bar.

Application of literacy across the curriculum: Using rhyme and alliteration.

History

Children will learn about The Tudors.

Skills:

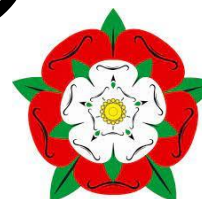
- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line including dates.
- Use appropriate historical vocabulary to communicate, including: dates time period era.

Application of maths across the curriculum: Ordering dates chronologically.

Application of literacy across the curriculum: Writing and following instructions, writing information texts and research their ideas.

The Tudors

(Spring 1)



Religious Education

Year 3

Celebrations, worship, pilgrimages and rituals in different religions.

Year 4

Hinduism-God and worship in the home

Skills:

- Present the key teachings and beliefs of a religion, making references to religious figures.
- Identify religious artefacts and buildings and explain why they are used.
- Identify religious symbolism in literature and the arts.
- To reflect
- To understand values.

PSHE

In PSHE lessons, the theme will be 'Keeping Safe'.

Application of literacy across the curriculum: speaking and listening

PE

This term the children will focus on developing their Boccia and Gymnastics skills.

Skills:

- Children will develop spatial awareness and ability to run and dodge.
- Children will develop the ability to jump in a variety of ways and hop over a short distance.
- Children will develop the ability to maintain balance.
- Children will develop the ability to roll a ball.
- Children will develop the ability to throw a ball using one hand towards a target.

Application of maths across the curriculum: Time, distance, conversion between measurements.

Application of literacy across the curriculum: instructions, speaking and

Computing

Year 3 - Creating media – Desktop publishing

Year 4 - Creating media – Photo editing

Skills:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Application of maths across the curriculum: problem solving, shape, space and measure, direction, coordinates, times tables.

Application of literacy across the curriculum: Speaking and listening, instructions, reading, comprehension.

Rights Respecting

Our lessons will have a focus on covering a range of the 41 articles.

Wow Experiences

- Urban Setting trip (Central Station)
- Visit to Centre for Life