**Maths**

**Year 3:**

* **Fractions, money, time, shape and statistics.**

**Year 4:**

* **Decimals, Money, Time, Shape, Statistics, Position and direction**

**History**

* **CHRONOLOGY (Stone age to 1066) Anglo-Saxons/Vikings**

**Know how Britain changed between the end of the Roman occupation and 1066**

* **Know about how the Anglo- Saxons attempted to bring about law and order into the country**
* **Know that during the Anglo- Saxon period Britain was divided into many kingdoms**
* **Know that the way the kingdoms were divided led to the creation of some of our county boundaries today (with Geography planning)**
* **Use a time line to show when the Anglo-Saxons were in England**
* **Know where the Vikings originated from and show this on a map**
* **Know that the Vikings and Anglo-Saxons were often in conflict**
* **Know why the Vikings frequently won battles with the Anglo- Saxons**

**Geography**

* **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**
* **Know the names of and locate at least eight counties and at least six cities in England**

**English**

**Stories with historical characters - Beowulf**

**Poetry - Kennings**

**Formal letter of complaint – King Alfred’s burnt cakes**

**Music: Charanga**

* **How does music bring us closer?**
* **Developing notation skills.**
* To understand and use musical language
* Can identify and describe feelings related to music
* Develop an understanding of musical style and a broader understanding of the culture and historical connections music
* Can follow the instrumental part of a song on the screen, playing by ear or with the notation provided.

**Year 3 & 4**

**Invasion!**

**Summer 2023**

**RE:**

**Y3 & 4: For Christians when Jesus left what was the impact of Pentecost? What kind of world did Jesus want?**

**Computing**

**Year 3: Branching databases, simulations, graphing**

**Year 4: Logo, animation, effective searching, hardware investigators.**

**DT**

* **prove that a design meets a set criteria.**
* **design a product and make sure that it looks attractive**
* **choose a material for both its suitability and its appearance**
* **use ideas from other people when designing**
* **produce a plan and explain it**
* **persevere and adapt work when original ideas do not work**
* **communicate ideas in a range of ways, including by sketches and drawings which are annotated**
* **follow a step-by-step plan, choosing the right equipment and materials**
* **select the most appropriate tools and techniques for a given task**
* **work accurately to measure, make cuts and make holes**
* **explain how to improve a finished model**
* **know why a model has, or has not, been successful**
* **know how to strengthen a product by stiffening a given part or reinforce a part of the structure**
* Create a four or six-bar melody
* Make informed decisions as to which notes to use when composing and improvising
* Demonstrate an awareness of pulse/beat when listening, moving to and performing music
* To know the importance of posture, diction and technique when performing

**Year 3 & 4 PE - orienteering and team building, athletics, tennis, rounders**

**Science - Sound**

* **Know how sound is made, associating some of them with vibrating.**
* **Know how sound travels from a source to our ears.**
* **Know the correlation between pitch and the object producing a sound.**
* **Know the correlation between the volume of a sound and the strength of the vibrations that produced it.**
* **Know what happens to a sound as it travels away from its source**

**French:**

**Year 3: Names of fruit and vegetables. How to ask for fruit and vegetables.**

 **Year 4: Talking about feeling unwell and naming and describing animals.**

**PHSE:**

**Year 3- Being my Best**

**Growing and changing**

**Year 4- Rights and responsibilities**

**Being my best**

**.**

**Art-**

* **Using Sketchbooks: *Create sketch books to record their observations and use them to review and revisit ideas***
* **Use sketchbooks to experiment with different texture**
* **Drawing, painting and sculpture: *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]***
* **Know how to use different grades of pencil to shade and to show different tones and textures**
* **Know how to use marks and lines to show texture in art**
* **Know how to sculpt clay and other mouldable materials**
* **Study of greats artists: *Great artists, architects and designers in history.***
* **Experiment with the styles used by other artists**
* **Explain some of the features of art from historical periods.**

**Know how different artists developed their specific techniques**