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|  <h1>Are all settlements the same?</h1> | | | | <h1>Year 3/4</h1> |
| <h2>Spring Term 2026</h2> | | | | |
| <p><u>Design and Technology</u></p> <p>HEALTHY ME – COOKING AND NUTRITION</p> <p>Year 3</p> <ul style="list-style-type: none"> Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the ‘eat well’ plate Prepare ingredients hygienically using appropriate utensils Use research skills to plan a healthy snack/meal. Follow a recipe <p>Year 4</p> <ul style="list-style-type: none"> Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Know that to be active and healthy, food is needed to provide energy for the body Measure ingredients to the nearest gram accurately Assemble or cook healthy ingredients (controlling the temperature or the hob or oven if cooking | <p><u>SCIENCE</u></p> <p>LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways · Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things <p>FORCES AND MAGNETS</p> <ul style="list-style-type: none"> Compare how things move on different surfaces · Observe that magnetic forces can be transmitted without direct contact · Observe how some magnets attract or repel each other · Identify and classify which everyday materials are attracted to magnets and which are not · Notice that some forces need contact between two objects, but magnetic forces can act at a distance · Describe magnets have having two poles (N & S) and predict whether two magnets will attract or repel each other depending on which poles are facing · Make and record a prediction before testing | <p><u>History</u></p> <p>ANCIENT MAYA</p> <p>Year 3</p> <ul style="list-style-type: none"> Identify the difference between primary and secondary sources · Use primary and secondary sources as evidence about the past · Ask questions and find answers about the past from a range of sources such as ‘how did people...?’ what did people do for....’ · Explore the idea that there are different accounts of history and why they exist · Suggest why certain events happened as they did · Recognise the part that archaeologists have had in helping us understand more about the past · Use information given to describe key features of a time period Use evidence to find out about change during a time period · Identify reasons for and results of peoples actions in the past · Identify similarities and differences between different periods e.g. social, belief, local, individual <p>Year 4</p> <p>All of above plus:-</p> <ul style="list-style-type: none"> Describe and make links between main events, situations and changes within and across different periods and societies · Research what life was like and the key features of a given time period · Identify similarities and differences between different periods and the causes behind them. Identify reasons for and results of peoples actions in the past and the explain the impact on | <p><u>Geography</u></p> <p>SETTLEMENTS</p> <ul style="list-style-type: none"> Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains and rivers) Understand physical geography through studying a region in a European country. Name and locate the key topographical features including features of erosion, hills, mountains and river Understand how these features have changed over time GDS: Use a map, photographs, film or plan to describe a contrasting locality outside Europe GDS: Name the two largest seas around Europe Consider how physical geography impacts on land use, trade links, economic activity and types of settlement Follow a route on a map with some accuracy Make a map of a short route experienced using symbols Use maps, atlases and globes to locate countries and describe features studied Select geographical vocabulary independently to describe and compare localities Identify that localities may have similar and different characteristics Use and compare two maps explaining the purpose of each | <p><u>Modern Foreign Languages</u></p> <p>SPRING ONE INSTRUMENTS</p> <p>SPRING TWO VEGETABLES</p> |
| | | | | <p><u>PE</u></p> <p>SPRING ONE TEAM GAMES GYMNASTICS</p> <p>SPRING TWO DANCE BALL SKILLS</p> |
| <p><u>Key Vocabulary:</u></p> <p>Healthy, Unhealthy Balanced diet, Nutrition Energy, Hydration, Fruit, Vegetables, Carbohydrates, Protein, Dairy, Fats, Ingredients, Recipe, Measure, Weight, Mix, Chop, Grate, Peel, Cook, Knife, Chopping, board, Bowl, Spoon, Measuring jug, Scales, Hygiene, Cross-contamination.</p> | <p><u>Key Vocabulary:</u></p> <p>classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate. force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north Pole, South Pole.</p> | <p><u>Key Vocabulary:</u></p> <p>era, Anno Domini/AD, millennium, Before Christ/BC, pre-historic, Neolithic, archaeology, excavate, century, first hand, second hand, decade, civilisation, cause, nomadic, period, artefact</p> | <p><u>Key Vocabulary:</u></p> <p>population, sustainability, spring, river, stream, coast, slope, waterfall, valley, lake, woodland, land use, mapping, grid reference, compass (points), North, South, East, West,</p> | <p><u>Key Vocabulary:</u></p> <p>balance, jump, roll, travel, stretch, curl, twist, turn, swing, climb, hop, skip, run, walk, control, strength, flexibility, coordination, posture, landing, take-off, shape, tuck, pike, straddle, pathway, level, speed, direction, throw, catch, roll, bounce, kick, hit, strike, pass, receive, dribble, aim, target, control, accuracy, power, speed, teamwork, space, direction, movement</p> |
| <p>ART</p> <ul style="list-style-type: none"> Know the different properties of different paints · Lighten and darken tones using black and white · Know how to use shade to create depth in a painting · Experiment with watercolour, exploring intensity of colour to develop shades · Create atmosphere with tones of colour · Add finer detail with small brushes Experiment with and combine materials and processes to design and make 3D form · Transform a 2D drawing into a 3D form | <p><u>Computing</u></p> <p>PROGRAMMING – SCRATCH</p> <ul style="list-style-type: none"> 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. | <p><u>MUSIC</u></p> <p>CHARRANGA</p> <p>Year 3</p> <ul style="list-style-type: none"> Listen with concentration to longer pieces/ extracts of music Listen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology Recognise familiar instrumental sounds in music (guitar, violin, drums etc.) Identify repetition in music or a song Aurally recognise wooden, metal and skin percussion instruments and begin to name them Use musical terminology to describe what is happening in their own musical compositions <p>Year 4</p> <p>Naturally recognise and name a range or orchestral and school percussion instruments</p> <ul style="list-style-type: none"> Recognise and talk about contrasting styles of music in broad terms, using language such as tempo, dynamics, timbre... Recognise music from different times and cultures, identifying key features Identify rhythmic or melodic ostinato in live of recorded music Identify the structure of a song (chorus, verse, call and response etc.) Identify metre in live or recorded music | <p><u>RELIGIOUS EDUCATION</u></p> <p><u>Making Sense of Beliefs:</u></p> <p>HINDUS IN BRITAIN</p> <ul style="list-style-type: none"> Identify the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India <p>WHY DO CHRISTIANS CALL THE DAY HE DIED “A GOOD DAY”</p> <ul style="list-style-type: none"> Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live Give examples of what Christians say about the importance of the events of Holy Week <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about Jesus in worship in different ways <p>Making Connections (Greater Depth):</p> <ul style="list-style-type: none"> Reflect and create questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions | <p><u>P.S.H.E.</u></p> <p>DREAMS AND GOALS</p> <ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people <p>HEALTHY ME</p> <ul style="list-style-type: none"> Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of |
| <p><u>Key Vocabulary:</u></p> <p>Vocabulary: composition, still life, plan, three-dimensional, tint, shade, proportion, photorealism, dapping paint, paintwash, stippling paint, abstract, detailed, figurative, landscape, muted Patterned.</p> | <p><u>Key Vocabulary:</u></p> <p>Content, contact, algorithm, detect, capture, graphics, manipulate,</p> | <p><u>Key Vocabulary:</u></p> <p>Tempo, instruments, pitched (instrument) accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock,</p> | <p><u>Key Vocabulary:</u></p> <p>Hinduism, Hindu, God, Gods, Brahman, Brahma, Vishnu, Shiva, Avatar, Rama, Krishna, Ganesha, Puja, Prayer, Shrine, Temple, Mandir, Aum, Symbol, Sacred, Holy, Scripture, Vedas, Diwali, Festival, Light, Family, Respect</p> | <p><u>Key Vocabulary:</u></p> <p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product. Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs,</p> |