

Europe

Year 3 Knowledge

Geography:

Europe

- Use maps to locate the countries and major cities of Europe and Russia.
- Identify European environmental regions.
- Identify key physical and human characteristics of Europe.

Begin to use maps at more than one scale.

Use the scale bar on a map to estimate distances.

Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied.

Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied.

Zoom in and out of a digital map.

Find countries and features of countries in an atlas using contents and index.

Say which directions are N, S, E and W on an OS map.

Begin to locate features using the 8 points of a compass.

Accurately use 4-figure grid references to locate features on a map in regions studied.

Make and use a simple route on a map.

Follow a route on a map with some accuracy.

Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied

Year 4 Knowledge

Science:

Animals Including humans

Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Describe the simple functions of the basic parts of the digestive system of humans.

Identify the different types of teeth in humans and their simple functions.

Construct and interpret a variety of food chains, identifying producers, consumers, predators and prey.

Begin to identify differences, similarities or changes related to simple scientific ideas and processes.

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Set up simple practical enquiries, comparative and fair tests.

Set up tests including fair tests, explaining why the test is fair using the language of variables.

Begin to use prior understanding to predict the outcomes of an investigation.

Use prior understanding to predict the outcome of investigations.

Gather, record and begin to classify and present data in various ways to help answer questions.

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Begin to use straightforward scientific evidence to answer questions or support their findings.

Use straightforward scientific evidence to answer questions or support their findings.

Computing:

Creating Media

- Identify that sound can be recorded
- Explain that audio recordings can be edited
- Recognise the different parts of creating a podcast project
- Apply audio editing skills independently
- Combine audio to enhance my podcast project
- Evaluate the effective use of audio

Music:

Communication and Sounds

- Representing sounds with symbols
- Using voices creatively and expressively
- Creating and performing from a symbol score
- Learning how sounds are produced and how instruments are classified
- Learning about aerophones
- Learning about idiophones
- Learning about chordophones

Religious Education:

Christmas Journeys – Mary’s Milestones

- Look at artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel.
- How did she act? Study the Dalit Madonna painting and associated unit of work.
- Act out/freeze-frame Mary’s key moments; take photos and add speech bubbles.
- Epiphany – Mary shows Jesus as a precious ‘gift’ to the world. What does this mean?
- Plan a ceremony to celebrate Mary and the true meaning to Christmas

RSHE:

Healthy Minds and Bodies:

Mental Health

- Know how to control my breathing - Take 5
- Know what worries me and how it could develop into anxiety/stress
- Know what mindfulness is and build on coping strategies

Feelings and Emotions

- Know how to recognise how others may be feeling
- Know how to manage worries and fears

Sleep

- Know how to create the right environment for sleep
- Know how to create good sleeping habits
- Know why we have dreams and nightmares
- Know the importance of sleep

Oral Hygiene

- Name the types of teeth and what their job is
- Know when we get our adult teeth
- Name the Body Parts
- Identify ‘slang’ names for body parts
- Know what consent is
- Know how to recognise the early signs of physical illness such as weight loss
- Know how to make informed choices and begin to understand the concept of a ‘balanced lifestyle’.
- Know who to go to for support if I am concerned about my ill health.

Design Technology:

Food Technology:

- To know where and how a variety of ingredients are grown, reared, caught and processed.
- To design a cheese straw, taking into account varied food groups.
- To follow food safety and hygiene and cook cheese straws.
- To design a healthy quiche.
- To follow food safety and hygiene and prepare a healthy quiche.
- To design a balanced meal.
- To explain why food hygiene is important

PE:

Year 3 and 4 - Gymnastics with Mr Evans

Perform 9 key shapes. (straight, star, tuck, pike, straddle, dish and arch)

Perform 9 key shapes with good body tension. (straight, star, tuck, pike, straddle, dish and arch)

Travel using different body parts.

Use travel to link actions.

Create and experiment with sequences.

Travel on different levels at different speeds.

Create sequences of shapes, balances, rolls, and travel.

Create longer sequences of movements, shapes, balances, and rolls.

Share ideas in a group.

Work with others mirroring and cannoning.

Recognise own successes.

Perform in front of others.

Year 3 and 4 - Swimming

- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.
- Swim competently, confidently, and proficiently over a distance of 25m.