

Art-

- Colour mixing, including tints and tones. Creating a class colour wheel.
- Brush techniques and washes for backgrounds. Creating colours for the Grand Canyon and Niagara Falls.

Music-

- Y3—K2M - Violins
- Y4— Create repeated patterns using a range of instruments to compose own melody.

History-

- Mayan civilisation (major events; culture; experiences of men, women and children)

Geography-

- Volcanoes and earthquakes
- Locating and naming the countries in North and South America
- Learning about the hemispheres, the tropics, the equator and time zones.

Science-

- Y3— Plants
- Y4— 'Humans including animals.' Looking at the digestive system, where our food goes, food chains and teeth!

PE-

Indoor—

Y3&4 Dance (Topic inspired: Line dancing!) /Gym

Outdoor-

- Y3-
- Striking and fielding
- Athletics.
- Y4- Striking and fielding. Athletics.

PSHE-

Diversity and in the news. (Looking at local, national and international news.)

RE-

- 22b- Features and patterns of active worship.
- 22a- Compare and contrast the practice of religion in the home.

SMSC-

- Consider the effects and implications of the Spanish invasion of Mayan lands.

Y3/4 Summer 2015

Trailblazers

Entry Points

- Ruck sack and belongings for back packing across America!
- Travel journal

Visits/Events

Dance/ drumming day

Literacy

Y3 - Narrative—Roald Dahl - *George's Marvellous Medicine*

Diaries and letters

Recounts

Y4- diaries, letters, explanations

Persuasion-creating holiday brochures around America.

News reports on earthquakes and volcanoes.

Performance poetry.

Topic Related Mathematics

Time Zones

Word problems

ICT-

Y3- E-mail

Y4- Developing images repeated patterns

Challenge

Science: Make your own volcano!

Geography: Name and identify as many countries from South American as you can.

Literacy: Y4 to develop a persuasive presentation on a country.

Art- I can include texture that conveys feelings, expression or movement.

I use my clay and other mouldable materials

I can add materials to provide interesting detail

I can cut precisely

I can use:-

mosaic

I can select and arrange materials for striking effect.

History- I can place events, artefacts and historical figures on a timeline using dates

I can divide history in centuries.

I can use dates and terms to describe events

I can describe the characteristic features of the past, including experiences of men, women and children.

I suggest suitable sources of evidence for historical enquiries

(eg documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites)

I can suggest causes and consequences of some of the main events and changes in history.

I show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.????

I use my literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Y3/4 Spring 2015 skills Island Invaders!

Geography-

I can describe key aspects of human geography including:-

Settlements

Land Use

Why do/did people settle here and how is/was land used?

I can name and locate countries and cities of the UK, geographical regions, and their human and physical characteristics, including

Hills

Mountains

Cities

Rivers

Key topographical features and land-use patterns and;

I can understand how some of these aspects have changed over time

DT-

I can cut materials accurately and safely by selecting appropriate tools

I can measure and mark out to the nearest cm

I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the materials (such as slots or cutouts)

I can select appropriate joining techniques- both temporary and permanent

Music-

Y3—K2M

Y4— I can sing songs from memory with accurate pitch.

I sing in tune.

When I sing songs I show control in my voice.

I understand the importance of pronouncing the words in a song well.

I can maintain a simple part within a group.

I perform with control and awareness of what others in the group are singing or playing.

I play notes on instruments with care so they sound clear.