Science

Forces and Magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- find patterns in the way that the size of shadows change.

P.E.

- swim competently, confidently and proficiently over a distance of at least 25 metres (Year 3 only)
- play competitive games (hockey or football) and apply basic principles suitable for attacking and defending

PSHE/SMSC

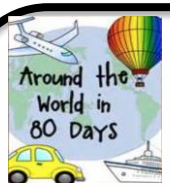
- promote British values
- encourage healthy lifestyles
- use Rights, respecting award to develop good citizenship

History

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment Through the Ages)

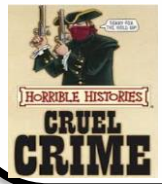
Geography

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones



Year 3/4 Class 4

Mrs K. Smith/Miss K. Leonard



Autumn Term – Stand and Deliver (Your Money or Your Life)

Computing

Computer Science

- design, write and debug programs that accomplish specific goals

Information Technology

select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content

Digital Literacy

understand computer networks including the internet ; and the opportunities they offer for communication and collaboration

Design & Technology

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Art

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

Music (In-school tuition)

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

MFL - French

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary and basic language structures
- describe people, places, things and actions