

**History**

**As historians we will...**

- ◆ Place the historical period being covered in the chronological context of previous learning, using a timeline
- ◆ To explain how a historical event impacted on a local area
- ◆ To describe similarities and differences between a period of history and now
- ◆ To carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts
- ◆ I can identify historically significant people and events and their impact
- ◆ I know the difference between primary and secondary sources

**Geography**

**As geographers we will...**

- ◆ To describe and understand key aspects of human geography including land use
- ◆ To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.
- ◆ To identify important landmarks in my locality.
- ◆ To create a key for a map to show major landmarks.
- ◆ To compare maps of different agricultural areas.

**Guided Reading**

**As readers, we will...**

- ◆ Develop our fluency skills
- ◆ Learn strategies to enhance comprehension
- ◆ Fully embrace the class stories

**Maths**

**As mathematicians, we will...**

- ◆ Look at shape, money and statistics
- ◆ Continue to develop our arithmetic skills
- ◆ Learn our times tables

**RE**

**As theologists, we will ask...**

- ◆ Is it possible for everyone to be happy?
- ◆ Do Christians need to go to church to be close to God?

**Science**

**As scientists, we will...**

- ◆ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- ◆ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- ◆ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- ◆ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- ◆ Compare and group materials together, according to whether they are solids, liquids or gases

**Summer Term**

**Years 3 and 4**



**Aspiration**



**Collaboration**



**Community**



**Enrichment**

**Music**

**As musicians, we will...**

- ◆ How to play an instrument (Y3-recorder/Y4-clarinet)

**PSHE**

**As responsible citizens, we will...**

- ◆ Learn about relationships
- ◆ Learn about how we change as we get older

**Computing**

**As computer scientists, we will...**

- ◆ Learn about repetition in games
- ◆ Learn how to use a data logger

**Art and DT**

**As designers, we will...**

- ◆ Design and make a working torch

**As artist, we will...**

- ◆ Develop techniques to create a 3D sculpture

**MFL**

**As linguists, we will...**

- ◆ Learn vocabulary about things in the classroom and at a café

**English**

**As writers, we will...**

- ◆ Learn and apply spelling rules and statutory spellings to our writing
- ◆ Produce legible joined handwriting
- ◆ Write using complex vocabulary and correct sentence structure