**To understand movement, forces and magnets**

• Notice that some forces need contact between two objects and some forces 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.

**Rocks and soils**

(*The formation of Europe and Pompeii volcanoes*)

• Compare and group together different kinds of rocks on the basis of their simple, physical properties.

• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).

• Describe in simple terms how fossils are formed when things that have lived

# Science

# I.C.T

**Art**

**To take inspiration from the greats (classic and modern)- Picasso & Van Gogh**

• Replicate some of the techniques used by  
notable artists, artisans and designers.  
• Create original pieces that are influenced by  
studies of others.

**Painting**

• Use a number of brush techniques using thick  
and thin brushes to produce shapes, textures,  
patterns and lines.  
• Mix colours effectively.

**DT-**

**Construction –castles**

• Choose suitable techniques to construct products or to repair items.

• Strengthen materials using suitable techniques.

Mechanics-Catapults

• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).

Let's Cook Food preparation, cooking and Nutrition – European food.

Across KS2 pupils should know:

• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source

• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

### Art, Design and technology

**Programming and Control- creating quizzes on Europe Purple Mash 2DIY**

To continue to develop their understanding of how computer and technology works and how computers process instructions and commands.

To use a computer to create basic applications, investigating how different variables can be changed and the effect this has.

**Creating and Publishing- holiday brochures on Publisher**

To continue to produce work using a computer, using more advanced features of programs and tools.

To work collaboratively together to create documents, including presentations.

To use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher.

## Music

Greek myths

Persuasive adverts and holiday brochures.

Poetry – rhythmic – performance poems

Narrative based on The Journey and The Quest- Aarron Becker

Non chronological texts

### Literacy

|  |
| --- |
| Topic – European Express |
| **Classes – 6,7,8** |
| **Term –Autumn** |
| **Drivers – Enquire, Engage, Enjoy** |

**Year 4 Love Music Trust- Cello and Violin Lessons**

• Devise non-standard symbols to indicate when to play and rest.

• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

**Play and perform in ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.**

**Year 3 –**

**To perform**

• Sing from memory with accurate pitch.

• Sing in tune.

• Maintain a simple part within a group.

• Pronounce words within a song clearly.

• Show control of voice.

**To describe music**

• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

• Evaluate music using musical vocabulary to identify areas of likes and dislikes.

• Understand layers of sounds and discuss their effect on mood and feelings.

**Geography**

• Name and locate the countries of Europe and identify their main physical and human characteristics.

• Ask and answer geographical questions about the physical and human characteristics of a location.

• Explain own views about locations, giving reasons.

• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

• Ask and answer geographical questions about the physical and human characteristics of a location.

• Explain own views about locations, giving reasons.

• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

**History-**

• Use evidence to ask questions and find answers to questions about the past.

• Suggest suitable sources of evidence for historical enquiries.

• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

• Compare some of the times studied with those of other areas of interest around the world.

• Use appropriate historical vocabulary to communicate, including:

    • dates; time period; era; change; chronology.

• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

**Humanities**

Timetables

Climates- temperature

Symmetry of flags and fractions

Currency

Distance

Costing holidays

**Numeracy Opportunities**

**ENGAGE:**

**To improve**

• Share with others a number of positive features of own efforts.

• Identify a few areas for improvement.

• Attempt to make improvements.

**ENQUIRE:**

**To try new things**

• Try new things when encouraged.

• Enjoy new experiences.

• Join clubs or groups.

• Talk about new experiences with others.

**ENJOY:**

**To understand others**

• Listen to others, showing attention.

• Think of the effect of behaviour on others before acting.

• Describe the points of view of others.

**PSCHE-** Being Me in My World

Try and make our school community a better place

Work well as a team.

To understand how democracy works through the school council.

## 

The Journey and The Quest by Aaron Becker

Mystery of the Golden Stars

The Pirates Next Door

The Jolly Rogers and the Ghostly Galleon -Jonny Duddle

## Texts To teach

Netball, tag rugby, hockey , football– to develop the skills required to play and make up small sided games

To develop a greater understanding of rules, tactics, attacking and defending by applying basic principles

To develop throwing, catching, travelling, sending and receiving skills

To work co-operatively in teams

To understand the importance of warming up and exercise

Dance – to create and perform dances from different places and times, relating to topic

To create and perform dance moves

Swimming – to swim 3 strokes competently

To self-save

To swim 25m

**Physical Education**