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| <b>Year A/B:</b> A | <b>Year Group:</b> 3&4 | <b>Unit/Topic:</b> Monet (Art & Design Focus) |
|--------------------|------------------------|---|

| Key Texts   | Reading - Key Focus Areas  | Writing   | Maths  |
|---|--|---|--|
| <p><b>Cloud Team Monkeys</b> by Elspeth Graham and Mal Peet</p>   | <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; explain and discuss their understanding of books, poems and other material, both those that they listen to a retrieve and record information from non-fiction and those that they read for themselves; use skimming to locate the main ideas of text</p> | <p>NF – Explanatory<br/>           NF – Non Chronological Reports<br/>           Simple organisational devices [for example, headings and sub-headings]; discussing and recording ideas</p> | <p>Measurement: Time<br/>           Y3 - Roman Numerals; reading time to 5 then 1 minute<br/>           Y4 converting between analogue and digital times; 24hr clock<br/>           All - years, months, weeks, days, hours, minutes &amp; seconds<br/>           Statistics - interpreting and drawing charts/ graphs and pictograms<br/>           Y4 - Position &amp; direction, using coordinates and translating shapes on a grid</p> |
| Science (Sounds Spectacular)  | Computing (We are Software Developers)   | History   | Geography  |
| <p>-Identify how sounds are made, associating some of them with something vibrating.<br/>           -Recognise that vibrations from sounds travel through a medium to the ear.<br/>           -Find patterns between the pitch of a sound and features of the object that produced it.<br/>           Find patterns between the volume of a sound and the strength of the vibrations that produced it.<br/>           -Recognise that sounds get fainter as the distance from the source increases.</p> | <p>Programming- Scratch<br/>           -Develop an educational game using selection and repetition.<br/>           -Correct mistakes<br/>           -Change variables<br/>           -Use logical reasoning to explain how simple algorithms work</p>  | <p>Not covered in this topic.</p>   | <p>Not covered in this topic.</p>  |

| Art & Design   | Design & Technology (DT)  | Physical Education (PE)  | Music  |
|--|---|--|--|
| <p><u>Artwork</u>: Explore the roles and purposes of artists. Waterlilies &amp; Japanese Bridge<br/>The Houses of Parliament Sunset<br/><u>Painting</u> - Match and make colours with increasing accuracy; Use specific colour language; Work confidently on a range of scales<br/><u>Textiles/Collage</u>: Experiment with a range of media, e.g. overlapping, layering, etc.; Extend work using collage or textiles; Refine and alter ideas and explain choices using art vocabulary</p> | <p>Measure, knead, bake - . Healthy Wraps<br/>-Measure components with more accuracy<br/>-Demonstrate hygienic food preparation and storage<br/>- Evaluate product against original design criteria</p> | <p>Athletics</p>   | <p>Learn to play the recorder (ongoing throughout the year)<br/>Improvise, compose, play, perform and begin to use musical notation<br/>Sing a widening range of unison songs varying in style and structure</p> |
| Learning to Thrive (PSHE)  | French (MfL)  | Religious Education (RE)   |  |
| <p><b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>● Sports Day</li> <li>● Healthy Eating</li> <li>● Drugs and alcohol (Yr 4 upwards)</li> </ul>  | <p>Saying how they travel to school<br/>Naming places in school<br/>Listing the contents of their pencil case<br/>Telling the time<br/>Naming school subjects</p>                                       | <p><b>Philosophy</b><br/><i>How do people make moral decisions? A3</i><br/>(Christian, Humanist)</p> |  |