

Maths

See target tracker steps – Year 3 and 4

English

See target tracker steps – Year 3 and 4

R.E.

Children will learn about the conversion of Saint Paul and Sikhism.

Music

- listen with attention to detail and recall sounds with increasing aural memory
 - use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

P.E.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations and balance [for example, through athletics and gymnastics]

Computing

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

History

- changes in Britain from the Stone Age to the Iron Age
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

History

Stone Age to Iron Age

P.S.H.E

Children will celebrate themselves and their strengths and targets in our 'Safety' and 'pressure and conflict' topics.

Languages

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

Science

- asking questions and using scientific enquiries to answer them
 - setting up simple practical enquiries, comparative and fair tests
 - making systematic and careful observations and, where appropriate, taking accurate measurements
 - gathering, recording, classifying and presenting data
 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - reporting on findings from enquiries
 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - identifying differences, similarities or changes related to simple scientific ideas and processes
 - using straightforward scientific evidence to answer questions or to support their findings
- ### 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.
- ### ELECTRICITY
- identify common appliances that run on electricity
 - construct a simple series electrical circuit, identifying and naming its basic parts
 - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
 - recognise some common conductors and insulators, and associate metals with being good conductors.

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.