

## Science – Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Do we need to make sound to worship? How can we worship in silence? How can we worship making lots of sound? Which do you prefer? Why?

### Working scientifically – Challenge

- Looking for patterns
- Ask and respond to questions
- Create/Invent/Design eg their own musical instrument

## History – Local History Study – Rufford/Salmesbury Hall Relevant

- Place the time studied on a time line.
- Use dates and terms related to the study unit and passing of time.
- Sequence several events or artefacts.
- Find out about everyday lives of people in time studied.
- Compare with our life today. –
- Identify reasons for and results of people's actions.
- Understand why people may have wanted to do something.

## Computing – IT – Computer Science – Scratch – Electrical Circuit Project

- Can tell an adult if anything worries them online.
- Can articulate examples of 'good' and 'bad' behaviour online.
- Can plan, write, evaluate, and edit a sequence of instructions.
- Can be aware that Logo is a computer language.
- Can write a simple program in Logo to produce a line drawing.
- Write a program to reproduce a defined problem
- Can begin to experiment with on-screen control software to control outputs.
- Can use the 'repeat' (loop) command within a series of instructions.

## Art and Design – Architects and Designers – linked to local buildings Creative Flourish

- Can create sketch books to record their observations and use them to review and revisit ideas.
- Can explore their own ideas.
- Can use visual and other information for their work.
- Can control a pencil with increasing confidence.
- Can experiment with different types of line
- Can create texture through rubbings and creating surface patterns with pencils
- Can confidently work from observation.

What if God designed a building? What would it look like and why?

## Music – Charanga – Let Your Spirit Fly – Perform and Improvise Creative

### Collaborative, Unique

- Style: R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul
- Topic and cross curricular links: Historical context of musical styles.

Year 3 and 4 objectives taken from all strands of progression of Skills in Music

How does the Bible encourage us to let our spirits fly?



## Terrific Tudors

Mrs Bolton - Class 3 – Autumn 1- 2019

### RE – Harvest – Sukkot as NCF Link Flourish Inspirational

To explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1.

- Why do we celebrate Harvest?
- How do we celebrate Harvest?
- What do we celebrate at Harvest?
- What are we actually giving thanks for?
- When do we celebrate Harvest?
- Who celebrates the Harvest?
- How is the Harvest celebrated around the world?

NCF Unit – Sukkot

What did Jesus do to make sure that Earth's bounty was shared equally?

How can we harvest our talents to improve life for others?

**British Values – Diamond 9 - Relevant** To use a range of resources to teach and encourage British Values and make links to Christian Values and our Diamond 9 at every opportunity

MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues  
World events and local community links

**British Values – We respect the culture and beliefs of others**

**Individual liberty – expression through Art and each being unique and different interpretation**

## Mathematic

**Week 1 –** Number, Place Value and Rounding

**Week 2 –** Addition and Subtraction

**Week 3 –** Multiplication and Division

**Week 4 –** Multiplication and Division

**Week 5 –** Measure

**Week 6 –** Shape - geometry

Plus basic skills

Times tables books

Morning work – using and applying – problem solving

Challenge cards and Maths Table

## English

### Folk Tales – The Tin Forest

- Explore, identify and collect and use noun phrases
- Create and develop plots based on a model
- Read and analyse narrative in order to plan and write their own Versions

Why did God not make the whole world from one material? How does our world show creativity?

### Information Booklets

- Identifying and discussing the purpose, audience and language and structures
- Organising paragraphs in non-fiction.

Morning work

Read aloud

Grammar warm ups – I-Model

Guided Reading with focused Learning Objectives from Klips

Domain 2a – Give/Explain the meaning of words in context

If God wrote an information booklet on how to be a good Christian, what would be the headings?

### French – MFL - MC – Learning another language Relevant

#### En Route pour L'Ecole

- Recognise the phrases for modes of transport
- To ask and answer questions on a range of topics
- Speak with others using simple words, phrases and short sentences
- Listen and respond to familiar spoken words, phrases and sentences

### PE – Invasion Games – Hi 5 Netball Collaboration Courage

- Can travel whilst bouncing a ball showing control.
- Can use a range of skills to help them keep possession

and control of the ball

- Can perform the basic skills needed for the games with control and consistency.

- Can, in pairs, make up a game and play a simple rallying game.
- Can use a range of skills to keep possession and make

progress towards a goal, on their own and with others.

- Can choose good places to stand when receiving, and give reasons for their choice.

### PSHE – Economic Wellbeing and Financial Capability Independent Relevant

- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want
- Suggest items and services around the home that need to be paid for

- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors

Children to grow money eg give them £5 and see how much profit they can make – link to Harvest