



VOLCANOES & ANCIENT EGYPT

GEOGRAPHY - VOLCANOES

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

HISTORY - ANCIENT EGYPT

- Identify where and when ancient civilisations first appeared.
- Ask historically valid questions about sources.
- Identify Ancient Egypt's location and its key geographical features.
- Explain why the River Nile was important to ancient Egyptians.
- Explain the significance of the Rosetta Stone.
- Explain the importance of gods and goddesses to people in Ancient Egypt.
- Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.
- Decide what was important to people in Ancient Egypt.

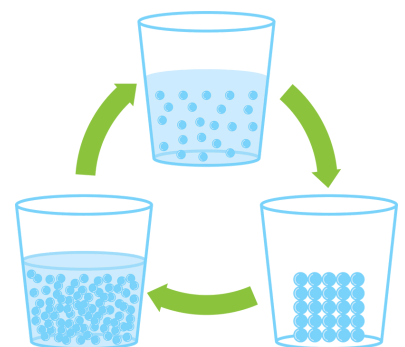


Y3 SCIENCE - ROCKS AND SOILS

- Define the term rock.
- Describe the appearance of different rocks, identifying both crystals and grains.
- Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).
- List the different factors that break down rocks.
- Describe fossil formation and identify fossils in rocks.
- Describe the work of a palaeontologist.
- Name, describe and compare some different categories of soil.
- List some of the benefits of earthworms to the soil.
- Identify and describe the comparative size and weight of the layers in a sedimentation jar.
- Use a magnifying glass correctly to observe the appearance of a rock in detail.
- Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and predict how a rock will be affected by the weather.
- Research and present information on fossil formation using a single source.
- Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.
- Draw and label the bars on a bar chart.
- Accurately draw and label the layers of sediment in a sedimentation jar.

Y4 SCIENCE - STATES OF MATTER

- Identify solids, liquids and gases using their properties.
- Describe melting, freezing, condensing and evaporating.
- Describe the different stages of the water cycle.
- Describe how temperature affects the rate of evaporation and, therefore, the water cycle.
- Ask relevant questions.
- Use results to draw simple conclusions.
- Use thermometers to take accurate measurements.
- Make predictions for new values.
- Record findings using labelled diagrams.
- Research using more than one source.



Y3 RE – WHAT MAKES US HUMAN

- Share their personal worldview.
- Explain how and why their worldview might change.
- Identify the difference between personal and organised worldviews.
- Ask and answer open-ended questions.
- Explain what is meant by a soul and express their ideas about what a soul means to them personally.
- Understand that some people believe that humans have a soul.
- Summarise the similarities and differences between what people believe about the soul.
- Express their ideas clearly and compare their own beliefs with others.
- Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self.
- State benefits and challenges relating to Buddhist meditation.
- Give examples of Buddhist meditation practices.
- Explain the reasons and purpose behind meditation.
- Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'.

Y4 RE – ARE ALL RELIGIONS EQUAL?

- Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs
- Talk about why making connections can be helpful.
- Identify some different names and ways of describing God.
- Explain similarities and differences between the ways people from different worldviews understand God.
- Use scripture to find out what people might believe.
- Describe the links between the story of Guru Nanak and some Sikh beliefs and practices.
- Explain why equality and harmony were important to many Sikhs in the past and why they are still important today.
- Use a range of sources to find out what might be important to some people from the Bahá'í faith.
- Compare what people with different worldviews may think about other religions.

- Express ideas creatively about how and why World Religion Day is important.
- Make links between their work and learning from previous lessons.

Y3/4 PSHE

In this unit, children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules. They will also experience activities designed to build positive relationships in the class.

They will explore what it feels like to be in new situations, how to cope if they are new, and how to welcome others who are new to their class and school. They will identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to access help and support and to help others.

Y3 COMPUTING

Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

Y4 COMPUTING

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Y3/4 ART – VOLCANO PAINTING

Begin by looking at the work of Frank Bowling, discussing his use of colour and technique

Exploring hot and cold colours

Looking at texture

Create their own volcanic paintings

Paint in groups thinking about creating the mood



Y3/4 DT – TEXTILES

- Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.
- Develop appliqué designs based on design criteria.
- Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy.
- Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking.
- Measure and attach a ribbon with a running stitch.
- Recognise different types and qualities of fabrics.
- Explain the aesthetic and functional properties of some of their material choices.

Y3 FRENCH – GREETINGS

- Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.
- Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.
- Link actions or pictures to the new language, both in spoken and written form.
- Imitate the pronunciation of sounds.
- Take turns to speak and use appropriate intonation.

Y4 FRENCH - DESCRIBING WORDS

- Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.
- Identify a person correctly from a description of their hair and eye colour.
- Place word cards in the correct order, with the adjectives following the noun.
- Compose a spoken sentence to describe a friend.
- Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.