

**YEAR 3/4  
SUMMER 1  
CYCLE 2**

# RIVERS



What are rivers and how are they used?

## GEOGRAPHY

- What is the water cycle? To describe how it works
- How is a river formed? To recognise features and courses of a river
- Where can we find rivers? To name and locate some of the worlds longest rivers
- How are rivers used? To describe how rivers are used
- What we can find out about our local river? To identify and locate human and physical features on a map

## ART

### Animated Drawings

- I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel.
- can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.
- I can use observational skills to look at source material to inspire my character and make drawings.
- I can use my imagination to think about how my character might move.
- I can create a background for my character.
- I can use digital media to film my animation.
- I can share my moving drawing, either through an animation or by showing

## SCIENCE

### Year 3 - Forces and magnets

- To compare how things move on different surfaces.
- To 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.
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- To describe magnets as having two poles.

- To predict whether two magnets will attract or repel each other, depending on which poles are facing.
- To observe how magnets attract or repel each other and attract some materials and not others.

#### Year 4 - How does your garden grow?

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- To ask and answer questions.
- To explain the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## COMPUTING

#### Year 3 - Creating media – Desktop publishing

- I can explain the difference between text and images
- I can recognise that text and images can communicate messages clearly
- I understand how to use emojis respectfully online
- I can identify the advantages and disadvantages of using text and images
- I can change font style, size, and colours for a given purpose
- I can explain that text can be changed to communicate more clearly
- I can explain what 'page orientation' means
- I can recognise placeholders and say why they are important
- I can make changes to content after I've added it
- I can match a layout to a purpose
- I can choose a suitable layout for a given purpose

#### Year 4 - Creating media – Photo editing

- I can improve an image by rotating it
- I can explain why I might crop an image
- I can use photo editing software to crop an image
- I understand that editing images can be unethical
- I can explain why I chose certain colour effects
- I can add to the composition of an image by cloning
- I can identify how a photo edit can be improved
- I can remove parts of an image using cloning
- I can experiment with tools to select and copy part of an image
- I can create a project that is a combination of other images



# FRENCH

## Year 3 - Transport

- To compare French and English words and identify cognates and near cognates
- To make changes to a simple phrase and to perform a song to an audience.
- To be able to ask and adapt questions about a picture prompt
- To be able to describe a journey to various French speaking countries around the world.
- To be able to conduct a survey in French and select an appropriate method to select results

## Year 4 - Food

- To begin to understand a conversation in French.
- To read and say amounts of money in French.
- To identify and pronounce the names of French shops correctly.
- To work out the meaning of unfamiliar words.
- To create a French menu based on authentic texts.

# RE

## Year 3

- To explore how water is important to life practically and symbolically.
- To explore the significance of water in rituals.
- To analyse the importance of water in some Christian, Jewish and Muslim stories.
- To investigate water's symbolism and role in Christian baptism.
- To explore the significance of water at the Hindu Kumbh Mela festival.
- To explore why water is considered precious by analysing quotes and actions.

## Year 4 - Why is the Bible the best selling book of all time?

- To know how the Christian Bible came to exist using historical enquiry.
- To explore the contents of the Bible and how they were decided on.
- To evaluate the impact of people and events on the modern-day Christian Bible.
- To explain the importance of Bible interpretation to many Christians.
- To compare the use of the Christian Bible in different churches.
- To identify ways in which the Christian Bible is relevant to some people today

## Healthy Lifestyles/Financial capability

- To be aware of the factors which influence their food choices.
- To understand how food helps them to be active and healthy and gives them energy.
- To be able to plan and help prepare simple healthy meals.
- To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep.
- To be able to reflect on their own lifestyles and take responsibility for making healthy choices.
- To know that there are different ways to gain money, including paid work, and different ways to keep it safe.
- To know that there is a range of ways to pay for things (some involving debit/credit/borrowing) and they have consequences.
- To be able to make informed choices about how money is spent and keep track of spending.