



<b>Year A/B:</b> B	<b>Year Group:</b> 3&4	<b>Unit/Topic:</b> Fashion Designers (DT Focus - Sewing)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
The Iron Man by Ted Hughes	Identifying how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction; use scanning to locate pieces of information; using dictionaries to check the meaning of words that they have read; predicting what might happen from details stated and implied	NF – Instructional NF - Recounts Plot/ Settings; paragraphs; simple organisational devices [for example, headings and sub-headings]; punctuation errors	Number: Addition & Subtraction Number: Multiplication & Division
<b>Science (Shining the Light)</b>	<b>Computing (We are opinion pollsters)</b>	<b>History</b>	<b>Geography</b>
-Recognise that they need light in order to see things and that dark is in the absence of light. -Notice that light is reflected from surfaces. -Recognise that light from the sun can be dangerous and how to protect eyes. -Recognise that shadows are formed when the light from a light source is blocked by a solid object. -Find patterns in the way that the size of shadows change.	Productivity- Google forms/ sheets -Gain skills in using charts to analyse data. -Understand computer networks including the internet -Work collaboratively and share files and ideas -Recognise the importance of user interface design	Use evidence to describe the past including aspects such as: clothes/differences between rich and poor/people's beliefs and attitudes and show how these may have changed.	Not covered in this unit.
<b>Art &amp; Design</b>	<b>Design &amp; Technology (DT)</b>	<b>Physical Education (PE)</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>Use a range of techniques, e.g. dying, weaving, embroidery, etc.</li> <li>Develop skills in stitching, cutting and joining</li> <li>Name tools and materials used</li> </ul>	Design, measure, join, stitch, evaluate <ul style="list-style-type: none"> <li>Make drawings with labels when designing</li> <li>Labelled drawings show specific features</li> <li>Sew using a range of different stitches</li> <li>Measure and join fabric with more accuracy</li> <li>Use finishing techniques to strengthen appearance</li> <li>Evaluate their work both during and at the end of the assignment</li> </ul>	Each class in the phase will teach one of these units only, see specific curriculum map for class details (some units to be taught by J. Wassell). Invasion Games Gymnastics	<i>Each class will study music for one full term during the year.</i> -Begin to sing with confidence using a wider vocal range. -Understand how mouth shapes can affect voice sounds -Begin to develop singing in tune -Sing with awareness of pulse and control of rhythm - Identify (and recognise) melodic phrases and sing them back - Recognise rhythmic patterns

			-Identify and recall rhythmic and melodic patterns
<b>Learning to Thrive (PSHE)</b>	<b>French (MFL)</b>	<b>Religious Education (RE)</b>	
Respect <ul style="list-style-type: none"> <li>• Massage</li> <li>• PANTS</li> <li>• Anti Bullying</li> <li>• Remembrance Day</li> </ul>	-Saying the days of the week -Naming colours -Counting between 11 - 20 -Naming countries -Expressing likes and dislikes	<b>See individual topic guidance in RE folders for specifics to be taught.</b>  <b>Multi, including Sikh views on God as truth</b> What do we mean by truth? Is seeing believing?	