



Year A/B: A	Year Group: 3&4	Unit/Topic: Monet (Art & Design Focus)
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Key Texts	Reading - Key Focus Areas	Writing	Maths
How to Train Your Dragon by Cressida Cowell	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; explain and discuss their understanding of books, poems and other material, both those that they listen to a retrieve and record information from non-fiction and those that they read for themselves; use skimming to locate the main ideas of text	NF – Explanatory NF – Non Chronological Reports simple organisational devices [for example, headings and sub-headings]; discussing and recording ideas	Statistics Geometry: Properties of shape (including Y4 Position and Direction) White Rose Assessment
Science (Sounds Spectacular)	Computing (We are Musicians)	History	Geography
-Identify how sounds are made, associating some of them with something vibrating. -Recognise that vibrations from sounds travel through a medium to the ear. -Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. -Recognise that sounds get fainter as the distance from the source increases.	Creativity- Isle of Tune -Use a program to create and edit music -Correct mistakes in their programs -Change variables in programs (Science links- Sound)	Not covered in this topic.	Not covered in this topic.

Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<p><u>Artwork</u>: Explore the roles and purposes of artists. Waterlilies & Japanese Bridge The Houses of Parliament Sunset <u>Painting</u> - Match and make colours with increasing accuracy; Use specific colour language; Work confidently on a range of scales <u>Textiles/Collage</u>: Experiment with a range of media, e.g. overlapping, layering, etc.; Extend work using collage or textiles; Refine and alter ideas and explain choices using art vocabulary</p>	<p>Measure, knead, bake. Summer cupcakes. -Measure components with more accuracy -Demonstrate hygienic food preparation and storage - Evaluate product against original design criteria</p>	<p>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). Athletics</p>	<p><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 - Recognise and explore different combinations of pitch sounds -Perform with awareness of different parts -Perform in different ways, exploring the way the performers are a musical resource -Supply feedback about their vocal performances (as a class or in smaller groups)</p>
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
<p>Healthy lifestyles</p> <ul style="list-style-type: none"> ● Sports Day ● Healthy Eating ● Drugs and alcohol (Yr 4 upwards) 	<p>Saying how they travel to school Naming places in school Listing the contents of their pencil case Telling the time Naming school subjects</p>	<p>RE is taught through 5 topics across the year. Opportunity for catch up lessons as needed.</p>	