

Year A 21-22, 23-24	Autumn 1 – Stone Age	Autumn 2 – It's a performance	Spring 1 – Sound and Vision	Spring 2 – Thirsk – a local study	Summer 1 – Rock-a-doodle-do	Summer 2 – water cycle
Key stage event / whole school event name	History driver	Science driver	Science driver	Geography/History driver	Science driver	Science driver
Science	N/A	(4) Electricity <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its parts - identify whether or not a lamp will light in a simple series circuit - recognise that a switch opens and closes a circuit - recognise some common conductors and insulators Working Scientifically	(4) Sound <ul style="list-style-type: none"> - 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 sound source increases. (3) Light <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a 	NA	(3) Rocks <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. Working Scientifically	(4) States of matter <ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Working Scientifically

			<p>light source is blocked by an opaque object</p> <p>- find patterns in the way that the size of shadows change.</p> <p>Working Scientifically</p>			
History	Changes in Britain from the Stone Age to the Iron Age	N/A	N/A	<p>A Local History study:</p> <p>A study of how trade has developed in Thirsk since 1066.</p>	N/A	N/A
Geography	N/A	N/A	N/A	<p>Location Knowledge</p> <p>- identify key topographical features of the UK (including hills, mountains, coasts and rivers)</p> <p>- identify land-use patterns; and understand how some of these aspects have changed over time</p> <p>Context: change in Thirsk over time</p> <p>Geographic Skills and Fieldwork</p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Context: mapping the market square. Compare with old maps of Thirsk and identify how land use has changed over time</p>	<p>Location Knowledge</p> <p>- locate the world's countries, using maps to focus on key physical characteristics (plate boundaries)</p> <p>Context: identification of significant earthquakes and volcanoes</p> <p>Human and physical geography</p> <p>- describe and understand key aspects of earthquakes</p> <p>Geographic Skills and Fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Human and physical geography</p> <p>- describe and understand key aspects of physical geography including the water cycle</p> <p>- describe and understand the distribution of natural resources including water</p> <p>Locational knowledge</p> <p>- name and locate counties of the United Kingdom and key physical characteristics (coasts and rivers)</p>
Art	To improve mastery of painting using a range of materials (natural dyes)	NA	NA	<p>To improve mastery of drawing using a range of materials (pencil)</p> <p>To create sketch books to record their observations and</p>	To improve mastery of drawing using a range of materials (pencil and charcoal)	To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines.

	<p>To use sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of sculpting using a range of materials (clay)</p> <p>Context: Creating stone age barrel pots</p> <p>Using natural foraged materials to produce stone age art</p>			<p>use them to review and revisit ideas</p> <p>Context: Sketch old photos of Thirsk, and compare to contemporary forms from their field trip</p> <p>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</p> <p>Context: Local artist Neil McBride and printing, with a focus on the White Horse</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Context: Light and shade – detailed fossil drawings</p> <p>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</p> <p>Context: Leonardo di Vinci's use of cross hatching to create tone</p>	<p>Context: Art history of depictions of water Turner – Monet – Hockney</p> <p>To improve their mastery of painting using a range of materials (water colours)</p>
DT	NA	<p>Design</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities <p>Evaluate</p>	<p>Design</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and computer-aided design <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities <p>Evaluate</p>	NA	NA	NA

		<p>- investigate and analyse a range of existing products</p> <p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Context: Products to sell at the Xmas fayre</p>	<p>- investigate and analyse a range of existing products</p> <p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>- understand and use electrical systems in their products</p> <p>- apply their understanding of computing to program, monitor and control their products.</p> <p>Context: Torches, linking to personal safety</p>			
Stand alone subjects	<p>PSHE: Tobacco is a drug RE: L2.7 Christian in Britain today?</p> <p>ICT: Online safety 3 PE Yoga real pey3 unit 1 coordination, floor movement patterns card 10balance card 3 Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4:Environment/Sounds MFL: Y3 Getting to know you</p>	<p>PSHE: Tobacco is a drug Bullying RE : L2.7 Christian in Britain today?</p> <p>ICT: Internet and research 3 PE Real PE Dynamic balance and agility Gymnastics Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4:Poetry/communication MFL:All about me (y3)</p>	<p>PSHE: Strengths and challenges RE: L2.1 Belief about God</p> <p>ICT: Drawing and desktop publishing PE: Real PE Year 3 Unit 4</p> <p>Cardio- Dynamic Balance (Card 5)</p> <p>Co-ordination- Ball Skills (Card 9)</p> <p>Tag Rugby Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele</p> <p>Y4In the past/Time MFL:Y3 Food glorious food</p>	<p>PSHE: Celebrating differences RE: L2.5 Festivals (Easter focus)</p> <p>ICT: Programming and Turtle 3 PE: Real PE Year 3 Unit 5</p> <p>Cardio- Agility- Reaction/ Response (card 12)</p> <p>Static Balance- Floor Work (card 3)</p> <p>Outdoor PE</p> <p>Hi5s</p> <p>Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4Food drink/Ancient worlds MFL: Y4 Gone shopping</p>	<p>PSHE: Solving, spending, budgeting</p> <p>RE: L2.4 Why do people pray?</p> <p>ICT: Presentational skills 3 PE: Real PE Year 3 Unit 3</p> <p>Cardio- Dynamic Balance (card 5)</p> <p>Coordination- Ball Skills (card 9)</p> <p>Outdoor PE</p> <p>Tennis</p> <p>Music: Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4 Buildings/recycling MFL:Time</p>	<p>PSHE: What helped me choose?</p> <p>RE:L2.2 The bible</p> <p>ICT: Using and applying 3 PE Real PE Year 3 Unit 4</p> <p>Coordination with Equipment (card 8)</p> <p>Counter Balance in pairs (card 7)</p> <p>Outdoor PE</p> <p>Athletics</p> <p>Music: Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4 Sing French/Around world. MFL: What's the time</p>

