	Year 3	Year 4
Community and Inheritance	**Cornish Mining** Morwellham Quay • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) • Locate the UK on a variety of different scale maps • Name & locate the counties and cities of the UK • Locate places using a range of maps including OS & digital • Follow a route on a map with some accuracy • Try to make a map of a short route experience, with features in current order • Use 4 figure compasses, and letter/number co-ordinates to identify features on a map • Select views to photograph • Add titles and labels giving date and location information • Consider how photo's provide useful evidence use a camera independently • Locate position of a photo on a map (computing link) • Record finding from field trips • Use appropriate terminology • Can provide overviews of the most significant features of different themes, individuals, societies and events covered. • Examine causes and results of great events and the impact on people. • Place events from the period studies on a timeline. Use terms related to the period and begin to date events. • Begin to use the library and internet to research a specific enquiry. Mowellham Quay – computing • Use sources of evidence to build up a picture of a past event – Chilean mining disasters (guided reading) ??Global community - Immigration linked to mining and Chilean mining disaster Word processing – locate position of a photo on a map **Food Technology - Pasties** • To how to handle hot foods and equipment safely	**Comparing the local area and Edinburgh (History/Geography)** • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map • Locate Europe on a large scale map or globe, • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint (English linked to Rough Guide and Charles Causley) • Record findings from field trips • Use appropriate terminology • Can describe some similarities, differences and changes occurring • Place events from the period studies on a timeline. Use terms related to the period and begin to date events. **Food Technology - Scones** • To how to handle hot foods and equipment safely • To know how to peel, cut, mix, grate, mould and begin to cook foods **Word processing 'a rough guide'**

	• To know how to peel, cut, mix, grate, mould and begin to cook foods	
	Rocks ▪ 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 ▪ **Using equipment to take measurements** ▪ **Display data using labelled diagrams keys, tables and bar charts** ▪ **Use displays and presentations to report on findings**	**Animals including Humans** ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ **Ask questions** ▪ **Plan an enquiry** ▪ **Record work with diagrams and label them** **Coding**
		States of Matter Water cycle ▪ 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. ▪ **Display data in line graphs** ▪ **Draw conclusions** ▪ **Use equipment to take measurements** ▪ **Explore how to improve the quality of data**
Theme 2 Innovation and Sources	• **Settlements through Time** Stone age to Iron age settlements Scots settlements, invasion and kingdoms (British History taught chronologically) • Compare an aspect of life with the same aspect in another period. • Place events from the period studies on a timeline. Use terms related to the period and begin to date events. • Identify similarities and differences between ways of life in different periods. • Can provide overviews of the most significant features of different themes, individuals • Know key dates characters and events of time studied. **Digital Art**	**Living Things and their Habitats** ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. ▪ **Can display data using labelled diagrams, keys, tables and bar charts** **Database**

Year 3 and 4 Curriculum Objectives Overview

	Light and Shadows ▪ 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 light source is blocked by an opaque object ▪ find patterns in the way that the size of shadows change. ▪ **Ask questions** ▪ **Explore how to improve the quality of data** ▪ **Can analyse data** **Light Theatre Puppets** ▪ To know about movement of simple mechanisms such as levers and linkages	**Romans** • Locate Europe on a large-scale map or globe, • Name and locate countries in Europe (including Russia) and their capitals cities • News source (newspapers on the invasions, fake news online safety) • Sources of information (where do we find information) roads and Hadrians wall, Romanisation of Britain and impact of technology, culture and beliefs • Depth study linked to one of the British areas of study • Distinguish between different sources of evidence, comparing the versions of the same story. • Address and devise historically valid questions about change, similarity and difference. • Find out about everyday lives of people in the time studied. Compare the past with life today • Can devise **independently** a range of historically valid questions for a series of different types of enquiry and answer them with **substantiated** responses. • Place events from the period studies on a timeline. Use terms related to the period and begin to date events. **Publishing and blogging**
	Energy sources – Animals including humans ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. ▪ **Ask questions** ▪ **Gathering recording, classifying, and presenting data in a variety of ways to help in answering questions** Branching database	**Natural Disasters** Describe and explain physical geography features – earthquakes, volcanoes Human geography – land use around volcanoes, settlements **Construction DT – Earthquake proof shelters** ▪ To know how to use a glue gun safely ▪ To know how to make strong, stiff shell structures ▪ Use sheet materials and constructions tools (wood, glue guns, saws, tape) ▪ To know how to use saws safely
Theme 3 Trade and Exploration	**Plants** ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ explore 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 ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Sound** ▪ 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

- **Plan an inquiry**
- **To make predictions using science knowledge**
- **Identify and manage variables**
- **Record work diagrams and labels**
- **Draw conclusions**
- **Display data using line graphs (height of plant)**
- **Process findings to develop conclusions and identify causal relationships**

- recognise that sounds get fainter as the distance from the sound source increases.
- **Analyse data**
- **Identify and manage variables**
- **Develop investigations further**

Forces and Magnets
- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.
- **Pupils can develop how an investigation can be extended**

Programmable robots

Electricity
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors
- **Draw conclusions**
- **Process findings to develop conclusions and identify causal relationships**
- **Use displays and presentations to report on findings**

Programmable robots

Spain
Mountain regions
MFL
Trade
tourism? Source of income, travel,
comparison between Cornwall and Southern Spain
Beach trip
town trail

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
- Physical – mountain regions of Spain
- Human geography – land use, economic and trade link (tourism)
- Locate Spain, worldwide, exploration tourist guide for Spain

Ancient China
- Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.
- Place events from the period studies on a timeline. Use terms related to the period and begin to date events.
- Can **comment** on the importance of **causes and effects** for some of the key **events** and developments.

Textiles
- To know that a single fabric shape can be used to make a 3D textiles product
- To understand about different decoration techniques (e.g. applique)
- To know how to use various fastenings

Digital art - Stop animation

- Time zones
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.   conflict re:tourism, impact of on locals
- Study changes within living memory.
- Can ask valid questions for enquiries and answer using a number of sources.
- Can provide overviews of the most significant features of different themes, individuals
- Where is Spanish taught across the world?
- Identify reasons for the result of people's actions.
- Understand why people may have wanted to do something.
- Know key dates characters and events of time studied.
- Can recognise possible uses of a range of sources for answering historical enquiries. Promotional materials – **Blogging** computing (vlogging)
- Construct informed responses that involve thoughtful selection and organisation.

Textiles

Spanish Flag (Aida) Felt – join with running stitch, oversew onto another piece of material

- To know how to complete a running stitch, over sewing, and back stitching
- Cut then join textiles using a running stitch, over sewing, and back stitching

Geography   History   Science   DT   OAA/PE

Picture News.