

History
 I can research and complete a research of study about significant historical events from our local area.
 I can explain how events from our local area had an impact beyond our region.
 Key Concepts Covered in this unit:
 Community and Culture (economy, trade, communication)
 Exploration and Invention (discovery, navigation, progress, tools)
 Chronology- I can place dates and events on a timeline for a historical period
 Similarity and differences- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.
 Cause and consequence- I can identify and give reasons for historical events and can explain how a historical event impacted on at least one of the 4 key concepts.
 Continuity and Change- I can explain what changed and stayed the same in relation to at least one of the 4 key concepts
 Significance- I can identify historically significant people and events and their impact
 Historical enquiry- I can present the information I have learnt in a variety of ways .
 I can use research skills to find answers to specific historical questions about our locality.

Art - Every picture tells a story
 Knowledge of artists and designers
 • I am able to research and appraise work of artists and designers and show their influences in my work
 • I have an understanding of significant artists throughout history and am able to link my work to them
 Exploring and developing ideas
 • I use my sketchbook to experiment with techniques used by studied artists
 Evaluating their own work
 • I can compare ideas, methods and approaches used in my own artwork and the work of others
 Knowing and applying formal elements: Line
 • I can analyse and describe how artists use line in their work
 Knowing and applying formal elements: Pattern
 • I can analyse and describe how other artists' use pattern
 Knowing and applying formal elements: Shape
 • I can analyse and describe the use of shape in artists' work
 Knowing and applying formal elements: Tone
 • I can understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work
 Creating original artwork; Identify similarities and differences to others' work; Reflecting
 • I can use literary sources to inspire art and express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects and represent ideas from multiple perspectives
 • I can build a more complex vocabulary when discussing my own and others' art
 Sketchbook
 I use my sketchbook to experiment with techniques used by studied artists

Hull

Science
Y3 Forces -
 I can notice contact and non-contact forces and recognize similarities and differences.
 I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
 I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
Working Scientifically
 Identifying and classifying: (identifying and naming materials/living things and making observations or carrying out tests to organise them into groups.)
 Comparative and fair testing: (observing or measuring the effect of changing one variable when controlling others)
Y3—Light and shadows
 To recognise and understand the properties of light.
 To recognise that shadows are formed when the light from a light source is blocked by a solid object.
 To ask relevant questions and use different types of scientific enquiry to answer them, including comparative and fair tests. (Working Scientifically)
 To gather, record, classify and present data in a variety of different ways to help answer questions. (Working Scientifically)
 To record findings and present data using simple scientific language, written and oral explanations, diagrams, pictures, keys, bar charts and tables. (Working Scientifically)

Y4—Living things
 To construct and interpret a variety of food chains, identifying producers, predators and prey
 To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
 To recognise that living things can be grouped in a variety of ways
 To ask relevant questions and use different types of scientific enquiry to answer them including comparative and fair tests (Working Scientifically)
 To identify differences, similarities or changes related to simple scientific ideas or processes (Working Scientifically)
 To make careful observations (Working Scientifically)
 To record and present findings using simple scientific language, written and oral presentations, drawings, diagrams, keys, bar charts and tables (Working Scientifically)

Y4—Sound
 To identify how sounds are made, associating some of them with something vibrating
 To recognise that vibrations from sounds travel through a medium to the ear
 To identify scientific evidence that has been used to support or refute ideas or arguments (Working Scientifically)
 To record and present findings using simple scientific language, written and oral presentations, drawings, diagrams, keys, bar charts and tables (Working Scientifically)

Spanish—Presenting myself
 Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

Design and Technology
Y3 Textiles
 I can identify a design criteria.
 I am able to develop a design through discussion and annotated sketches to add detail to my designs.
 I can think ahead about the order of my work, select tools needed for a given task and give reasons for my choices.
 I can prove that my design meets some set criteria and evaluate how well it works.
 I can sew cross stitch to join fabrics.
 I can decorate fabric using applique.
Y4 Digital world
 I generate and develop ideas using exploded diagrams and prototypes.
 I can use CAD.
 I can test and evaluate my product against the original design criteria.
 I can evaluate and suggest improvements for my design.

Geography
 Geographical skills and fieldwork I can present findings from fieldwork using graphs/charts and explain my findings Y3
 I can use ordnance survey maps to explore the local area and identify key features Y4
 I use different types of fieldwork to observe, measure and record the human and physical features in the local area Y4
 Locational knowledge
 I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use Y4
 Place knowledge
 I describe how some places are similar and dissimilar in relation to their human and physical features (within UK) Y3
 Human and physical geography
 I can describe and explain the key features of different types of settlements and land use and identify similarities and differences. Y4
 Responsibility
 I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future Y4

Music
Y3 Singing (developing pitch, melody, rhythm and control individually and as part of a group)
 Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)
 Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)
 Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)
 Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)
 Chronology (history of music and changes over time)
 Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)
 Significance (significant composers, pieces of music and musical movements)
 Written, oral and creative expression (using music terminology, responding, refining, describing, experimenting and exploring)

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Jigsaw Dreams and Goals / Healthy Me
 To try new things *Try new things when encouraged.
 *Talk about new experiences with others.
 To work hard *Enjoy working hard in a range of activities.
 To concentrate *Focus on activities. *Tune out some distractions.
 To push themselves *Begin to take encouragement and advice from others. *Keep trying after a first attempt
 To imagine *Ask some questions in order to develop ideas. *Show enjoyment in trying out some ideas
 To improve *Share with others a number of positive features of own efforts. *Identify a few areas for improvement.
 To understand others *Think of the effect of behaviour on others before acting.
 To not give up *Find alternative ways if the first attempt does not work. *Bounce back after a disappointment or failure.
 *See oneself as lucky.

P.E.
Tennis
 Year 3—To be able to throw and catch with control
 To be able to serve underarm
 To be able to build up a rally
 Year 4—To be able to play a variety of shots
 To demonstrate and use the correct grip on a racket
 To develop greater accuracy of strokes

Athletics
 Year 3—To show control, accuracy and coordination within running and jumping movements at different speeds
 To be able to take part in a relay, remembering when to run and how to work within a team
 Year 4—To be able to run over a long distance and sprint a short distance
 To be able to throw in different ways and hit a target

Computing
Y3 Stop frame animation
 Select, use and combine a variety of software on a range of devices
 Understand how to create and edit content using IT
 Use editing tools such as copy and paste to create content.
 Evaluate work produced
Y4 Audio Production
 Select, use and combine a variety of software on a range of devices
 Understand how to create and edit content using IT
 Use editing tools such to create content.
 Understand what input and output devices are.
 Evaluate work produced
Y4 Data Logging
 Understand that data can be collected over time.
 Be able to use a datalogger.
 Select what data need to be collected.

R.E.
Y3 Sacred places
 Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
Y4 Our world
 Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
 Offer some answers to ultimate questions from different religious and non-religious perspectives.