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ICT – E-SAFETY

* Use technology safely and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.
* Microsoft excel: Type data in cells, bold underline, change text size and font, change colour of cell, add borders to cell. (Y3)
* Use Y3 objectives to meet a purpose (solve a problem/ real life task/ business) (Y4)

PE

* Hockey, rugby, cross country and dodgeball.

Use throwing and catching in isolation and combination showing accuracy. Play modified games, and apply simple tactics suitable for attacking and defending.

* Play modified games, and apply simple tactics suitable for attacking and defending.

JIGSAW

Being Me in My World

???

FRENCH

HT1 Y3: Greetings and French Culture, Classroom instructions, Animals vocabulary, Numbers and Plurals.

HT2 Y3: Connective and simple sentences, Gender, Memorisation and story -telling, Saying my name, Christmas.

HT1 Y4: Revision of animals and classroom instructions, A French poem, how to use a French bilingual dictionary, Parts of the body.

HT2 Y4: Colours, adjectival agreements, food, opinions about food, Goldilocks story, Christmas the Snowman.

RE

* What does it mean to belong to faith?
* Explore issues of justice and freedom
* Explore religious rituals that show identify and belonging in different religious traditions.

ART: With a focus on Seurat

Drawing

* To sketch lightly (Y3). To use sketch to refine drawing (Y4).
* To draw from observation beginning to acknowledge scale in relation to others (Y3). To draw from observation focusing on scale in relation to other objects (Y4)
* Begin to show aware ness of objects having a third dimension when drawing them isolation (Y3). To show having a third dimension when drawing individual objects, considering angles (Y4).
* Apply a simple use of pattern, texture and shading in a drawing (Y3). Apply a range of techniques of pattern and texture in a drawing (Y4).

Paint

* To select the appropriate brush for purpose from a selection and handle correctly (Y3). To experiment with a range of tools for applying paint to create textures. (Y4)
* Use watercolour paint to produce washes for backgrounds (Y3). Begin to consider the appropriate direction of the brush stroke (Y4)

Colour in a range of media

* To colour in the lines with accuracy in small spaces (Y3).
* To us one colour to make different tones (Y3). To use one colour to make as many different tones as possible (Y4).
* To understand the difference between shade and tone (Y3).
* To use specific colour names (Y3/4)
* To mix colours for colour matching (Y3). To mix colours for colour matching and explain the selection. (Y4)

ENGLISH

* Character description.
* Setting description.
* Writing dialogue.
* Using paragraphs.
* Non chronological reports.
* Leaflet/letter/postcard/emails.
* Recount.
* Book/ story/ film review.
* Free verse.
* Hailu.
* Limerick.

MATHS – National curriculum and White Rose Maths

Snaith Primary School Medium term Plan

**Autumn Term 2020**

**Roar-some Rivers and Mystical Mountains!**

SCIENCE

STATES OF MATTER

* Compare and group materials together, according to whether they are solids, liquids or gasses.
* 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.
* Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

ANIMALS INCLUDING HUMANS

* Construct and interpret a variety of food chains, identifying producers, predators and prey.

MUSIC: With a focus on Film/ TV Music (Geoffrey Burgon/ Harry Gregson-Williams)

* I can use picture to represent the sounds I have made (Y3)
* I can use symbols to represent the sounds I have made (Y4)
* I can improve my own work and talk about the effect I want my music to create (Y3)
* I can talk about what is good in my work and the work of others (Y4)
* I can make up short patterns and repeat them (ostinato) (Y3)
* I can make up musical patterns using rhythm and melody, develop my ideas and organise them into a structure for example beginning middle and end (Y4)
* I can explore sounds and put them together to create different moods and expression (Y3)
* I can recognise the way different sounds are put together to create different moods and expression (Y3)
* I can talk about the way sounds are put together and the different effects that are being created to show the composers intention (Y4)
* I can talk about pitch, rhythm, loud music soft music (dynamics) and the tempo (speed) of the music (Y3)
* I can talk about how these musical elements effect the mood of the music (Y3)
* I can talk about different types of music and compare different types of music using musical vocabulary.

DESIGN TECHNOLOGY

TEXTILES

* Know different fabric textures and properties and when commenting on them select most appropriate for a purpose.
* Refer to weft and warp thread in a weave.
* Know different fabric types and their origins/ silk/cotton/linen/wool (could consider ethics of these now and in the past)
* Be able to thread a large eyed needle, tie a knot in the end to secure and join fabric with a running stitch (Y3)
* Be able to thread a needle, tie a knot in the end to secure and join fabric with a running stitch (single thread) Begin to tie off at the end to secure stitching (Y4)
* Be able to add on/ sew a button with a loop for fastening. Or sew ribbon for tie fastenings. (Y3)
* Be able to add fastening such as button/ Velcro or press stud as appropriate. (Y4)
* Be able to select the most appropriate techniques to decorate textiles. (E.g. ribbon/ beads/ sequins giving reasons and fasten as appropriate, stick or sew, dye fabric) (Y3)
* Select and appropriate embellishment for a product (E.g. Fabric/pen/paint/sequins/beads) (Y4)
* Dye fabric to create pattern. (Y4)
* Explore other techniques using fabric/ thread such as rug making, weaving, knitting. (Y3/4)
* Follow basic patterns and direction to create a product – making selections and adding own design embellishments. (Y3/4)

GEOGRAPHY – Human and Physical

* Describe and understand key aspects of mountains.
* Describe and understand key aspects of rivers.
* Describe and understand key aspects of the water cycle.
* Describe and understand key aspects of types of settlements and land use (Mountain environment)
* For human geography: economic activity, trade links, land use, financial retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous
* Place knowledge (understanding similarities and differences between places)
* Understanding similarities and differences between the human and physical geography of a region of the United Kingdom and a region within a European country.