

**DESIGN TECHNOLOGY**

MECHANICS FOR MOVEMENT

* Consider how linkages and pulleys are used in everyday life.
* Explore how gears are used in everyday life – from simple (mechanical whisks) to vehicles, toys etc
* Incorporate circuits into structures

**GEOGRAPHY**

In depth knowledge of Europe

* Name and locate countries within Europe (including Russia) and major cities
* Identify the key physical and human characteristics of Europe

Locational knowledge – where places are in the world

Physical geography – focus on rivers, mountains and comparing to a European country (Italy – link to history – Vesuvius & Pompeii)

Focuses/ vocab for physical geography: volcano, earthquake, epicentre, zenith, focus, tectonic, biome, vegetation, region, dominant, environmental, anemometer, barometer

**ENGLISH**

* Writing dialogue
* Using paragraphs
* Building tension and suspense
* Myths and legends
* Non- chronological reports
* Letter/postcard/email
* Recount e.g. diary
* Kenning poems

**SCIENCE**

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

**RE SAINTS AND HEROES**

* What makes a hero?
* Explore commitment as demonstrated in the lives and work of significant people of faith
* Explore teachings of significant religious people

Snaith Primary School Medium term Plan

**Spring Term 2021**

**Coming at You With Force!**

**PE**

Swimming, bench-ball, athletics and football. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Develop running, jumping and throwing techniques in isolation.

Perform safe self-rescue in different water-based situations.

**HISTORY**

THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN

To learn about:

* The growth of the Empire
* Protecting the Empire
* The Roman invasion of Britain
* Legacy of Romans in Britain
* Everyday life in Britain
* Pompeii
* British resistance

**MATHS** – National curriculum and White Rose Maths

**MUSIC Y3**

With a focus on the artist Resphigi – the pipes of Rome and ‘Rocking Romans’ BBC school radio

Charanga: Two little birds

Musical features: chair drumming

* I can perform a simple rhythm part using a small range of notes
* I can sing a song in tune
* I can recognise the way sounds are put together to create different moods and expression
* I can talk about pitch, rhythm, dynamics and the tempo of music
* I can talk about how these musical elements affect the mood of the music

**MUSIC Y4**

With a focus on the artist Resphigi – the pipes of Rome and ‘Rocking Romans’ BBC school radio

Charanga Stop!

Charanga lean on me

* I can make up short rhythms in the spot as part of my performance
* I can perform a part from simple notation
* I can perform my part in time within a group piece and am aware of other parts
* I can sing a song in tune with expression
* I can talk about the way sounds are put together and the different effects that are being created to show the composers intention
* I can talk about different types of music and compare different types of music using musical vocabulary

**JIGSAW**

Dreams and goals

Healthy me

**ART**

FOCUS ARTIST: Kurt Schwitters with some comparison to Picasso

PAINT

TO understand how to create different textures within paint

Textile and collage

Y3

* Select and arrange materials appropriate for the image/ idea
* Experiment with a range of collage techniques
* Use a variety of techniques with textiles
* Use collage as a means of collecting ideas and information

Y4

* Select and arrange materials for a striking effect
* Use a range of collage techniques
* Enhance textile work with decoration
* To weave with a variety of materials, knowing the vocabulary of warp and weft
* Use collage as a means of collecting ideas and information and building of visual vocabulary
* Select and arrange materials for a striking effect

PRINTING

Y3

* Create printing blocks using a relief or impressed method
* Make precise repeating patterns

Y4

* Create printing blocs using a relief, impressed or raised methods
* Print with two colour over lays

Y4 MICROSOFT POWERPOINT

* Insert shapes into slides
* Add slide transitions
* Add box animations
* Insert a hyperlink to a website
* Remove background and set transparency of a picture
* Play the slideshow
* Print the slideshow using different numbers of slides on each page
* Use the ‘save as’ option effectively

**FRENCH**

Y4

* Je Voudrais with food
* Phonemes **e** and **an**
* Revise numbers 1 – 15
* Month
* Numbers 16 – 31
* French maths: multiplication and division
* April fool’s day (poisson d’avril)
* Dates and birthdays
* Personal descriptions (hair and eye colour)
* Phonemes **r** and **ch**

**FRENCH**

Y3

* French names
* Colours
* Opinions
* Word order of adjectives
* A traditional story
* Numbers 1 – 10
* French maths – addition and subtraction
* J’ai (I have)
* Age
* Easter

**ICT**

INTERNET

* Y3: Use a search tool to find information on a website and judge the reliability and validity of it
* Y4: Know how to use a range of search engines to find effective information
* Y4: Understand 2 way communication on the internet (blogs, email)
* Y4: Post comments on a blog, reply and comment on a blog

MICROSOFT OFFICE

Y3 MICROSOFT WORD

* Change text size and font
* Use bullet points and numbers
* Insert a table
* Align text to the left, centre and right
* Use the spelling and grammar check
* Save a document in a specific place
* Spell check a document