
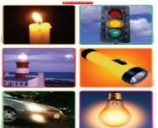













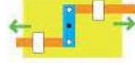




See It, Hear It	Bright Sparks	Hail Caesar!	Changes All Around	From A To B	Polar Opposites
SCIENCE					
<p>Sound</p>  <p>Sound (Y4)</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Light</p>  <p>Light (Y3)</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>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.</p>	<p>Solids, Liquids and Gases</p>  <p>States of Matter (Y4)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p>	<p>The Water Cycle</p>  <p>States of Matter (Y4)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Forces</p>  <p>Forces and Magnets (Y3)</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects.</p>	<p>Magnets</p>  <p>Forces and Magnets (Y3)</p> <p>Notice that magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
HISTORY					
	<p>Lancashire Cotton Industry and James Hargreaves</p>  <p>A Local History Study</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Outcome: James Hargreaves biography</p>	<p>The Romans</p>  <p>The Roman Empire and its Impact on Britain</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Outcome: Newspaper report about an aspect of Romanisation</p>		<p>Railways</p>  <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history – the first railways</p> <p>Outcome: Diary extract of a Navy</p>	
GEOGRAPHY					
<p>Mountains and Volcanoes</p>  <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography – mountains and volcanoes.</p> <p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Ring of Fire.</p> <p>Outcome: Non-chronological report about mountains/volcanoes</p>			<p>Ribchester – Rivers and the Water Cycle</p>  <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Geographical Skills and Fieldwork</p> <p>Use maps and digital/computer mapping to locate Ribchester and describe features studied.</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>Outcome: Letter of persuasion to visit Ribchester</p>		<p>The Hemispheres</p>  <p>Locational Knowledge</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>Outcome: Discussion – Which is the best hemisphere to visit when?</p>
ART & DESIGN					
<p>Collage – Margaret Godfrey</p>  <p>To create sketches to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques (collage).</p> <p>To find out about great artists, architects and designers in history.</p> <p>Outcome: Torn paper volcano art with mixed media detail (pen)</p>			<p>Clay Sculpture - William Staite Murray</p>  <p>To create sketches to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques (sculpture).</p> <p>To find out about great artists, architects and designers in history.</p> <p>Outcome: Clay pinch pot and/or coil pot in the style of Roman pottery</p>	<p>Textiles – Susan E Fielding (Local Artist)</p>  <p>To create sketches to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques (textiles).</p> <p>To find out about great artists, architects and designers in history.</p> <p>Outcome: Paste resist fabric depicting 'My Home' embellished with stitching and bead detail (to be used in DT next half term)</p>	
<p>Drawing Experiment with ways in which surface detail can be added to drawings. Utilise a variety of media to apply simple pattern and texture and begin to use different grades of pencils for lines and marks. Begin to show an awareness of a third dimension and how to achieve this in drawing.</p>					
DESIGN & TECHNOLOGY					
	<p>Mechanisms – Levers and Linkages</p>  <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Generate, develop, model and communicate their ideas.</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of construction materials, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</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>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical Knowledge</p> <p>Understand and use mechanical systems in their products.</p> <p>Outcome: Cotton industry scene with moving parts</p>	<p>Food - Bread</p>  <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Outcome: Bake own style of bread</p> <p>*link to Roman bread recipes and the fact that bread was a staple part of their diet.</p>			<p>Textiles</p>  <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Generate, develop, model and communicate their ideas.</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of textiles according to their functional properties and aesthetic qualities.</p> <p>Evaluate</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>Outcome: storage bag with a fastening depicting 'My Home' (Art and DT culmination)</p>