

Bishops Lydeard Church School – Learning Pathway

Project Title: Where Do We Come From?

Year Group: 3 & 4

Term: Summer

Subject	1	2	3	4	5	6	7	8	9	10	11	12
Whole School												
English	<p>Y3 Writing to Entertain 'The Tunnel' <i>Defeating the monster tale</i> Focus: suspense/action Inverted commas for direct speech Prepositions to express place or manner</p> <p>Y4 Writing to Entertain 'The Pied Piper' <i>Wishing tale</i> Focus: character 4 sentence types – revision Subordinate clauses Standard English</p>			<p>Y3 Writing to Persuade 'Heroic Plumber Saves Local Grandmother' <i>Recount – newspaper</i> Focus: Prefix – inc un- Conjunctions – subordinating/coordinating</p> <p>Y4 Writing to Persuade 'Please let us go home!' <i>Persuasive letter</i> Focus: Present perfect Emotive language Purpose for writing – think of your audience – formal voice</p>			<p>Y3 Writing to Entertain 'Cat, Bramble and Heron' <i>Finding tale</i> Focus: opening and ending Conjunctions – subordinating/coordinating Expanded noun phrases with prepositions/ adjectives</p> <p>Y4 Writing to Entertain 'The Caravan' <i>Warning tale</i> Focus: setting Past perfect Expanded noun phrases (with adjectival and prepositional phrases) Speech</p>			<p>Y3 Writing to Persuaded 'Visit Bristol Zoo' <i>Persuasive leaflet</i> Focus: Word families/root words Persuasive/emotive language</p> <p>Y4 Writing to Discuss 'Should Mitch be grounded?' <i>Discussion</i> Conjunctions/adverbs Perfect tense Purpose for writing – think of your audience – formal voice</p>		
	<p>Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book</p>			<p>Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book</p>			<p>Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book</p>			<p>Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book</p>		
Maths	<p>Y3 Wk 1-3 Number: Fractions Wk 4-6 Measurement: Time</p> <p>Y4 Wk 1-2 Decimals Wk 3-4 Measurement: Money Wk 5 Time Wk 6 Statistics (& Into wk 7)</p> <p>Maths Blast 4 x week Natty numbers 2 x week</p>						<p>Y3 Wk 7-8 Geometry- Shape Wk 9-11 Measurement: Mass & Capacity Wk 12 Consolidation</p> <p>Y4 Wk 7 Statistics (continued) Wk 8-10 Geometry: Shape Wk 11 Geometry: Position and Direction Wk 12 Consolidation</p> <p>Maths Blast 4 x week Natty numbers 2 x week</p>					

<p>Science</p>	<p>Y3&4 <u>Plants</u></p> <ul style="list-style-type: none"> • 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. 	<p>Y3&4 <u>Living things and their environment</u></p> <ul style="list-style-type: none"> • 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.
<p>ICT (creative use of technology)</p>	<p>Y3 e-Safety: I am healthy Multimedia: My art in different styles</p> <ul style="list-style-type: none"> • I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can evaluate my work and improve its effectiveness. <p>Y4 e-Safety: I am healthy Multimedia: My Mystery iMovie</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can give constructive feedback to my friends to help them improve their work and refine my own work <input type="checkbox"/> I am confident to explore new media to extend what I can achieve <input type="checkbox"/> I can use photos, video and sound to create an atmosphere when presenting to different audiences. <input type="checkbox"/> I am confident to explore new media to extend what I can achieve <input type="checkbox"/> I can give constructive feedback to my friends to help them improve their work and refine my own work. <input type="checkbox"/> I can use an appropriate tool to share my work and collaborate online. 	<p>Y3 Handling Data: My Top Trump Database</p> <ul style="list-style-type: none"> • I can talk about the different ways data can be organised. • I can search a ready-made database to answer questions. • I can collect data help me answer a question. • I can add to a database. • I can (help) make a branching database. <p>Programming: Bounce My Scratch Jr Basketball</p> <ul style="list-style-type: none"> • I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I keep testing my program and can recognise when I need to debug it. • I can use repeat commands. • I can describe the algorithm I will need for a simple task. • I can detect a problem in an algorithm which could result in unsuccessful programming. <p>Y4 Handling Data: My favourite games</p> <ul style="list-style-type: none"> • Organise data in different ways. • Plan, create and search a database to answer questions. • Choose the best way to present data to my friends. <p>Programming: My Scratch Maths Patterns</p> <ul style="list-style-type: none"> • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it • I can use an efficient procedure to simplify a program • I can use logical thinking to solve a problem by breaking it up into smaller parts • I can recognise that an algorithm will help me sequence more complex programs.

<p>Art</p>	<p>Y3&4 <u>Working with clay</u></p> <p>Collect ideas, thoughts, plans and sketches in sketchbooks.</p> <ul style="list-style-type: none"> * Develop confidence working with clay adding greater detail and texture. * Investigate ways of joining clay - scratch and slip * Add colour once clay is dried <p>Introduce 'modroc' as modelling form.</p> <ul style="list-style-type: none"> *Create wire frame model *Cover wire frame with newspaper and modroc *Add colour 	<p>Y3&4 <u>Working in groups</u></p> <p>Collect ideas, thoughts, plans and sketches in sketchbooks.</p> <ul style="list-style-type: none"> *Create work on a larger scale as a group *Review and revise as a group to improve <p>Link to Topic: Make mask from a range of cultures and traditions, building a collage element into the sculptural process.</p>
<p>DT</p>	<p><u>Art focus</u></p>	<p><u>Art Focus</u></p>

<p>Topic</p>	<p>Y3&4</p> <p><u>Changes in Britain from the Stone Age to the Iron Age.</u></p> <p><i>History Objectives:</i> Note connections, contrasts and trends over time, develop appropriate use of historical terms. Address and sometimes devise historically valid questions about change cause similarity and difference and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><i>Geography Objectives:</i> Develop contextual knowledge of the location of globally significant places. Understand the processes that give rise to key physical and human geographical features of the world. * -collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * -interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * -communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Describe and understand key aspects of physical geography * of a region within North or South America * of climate zones, rivers and the water cycle * Biomes and vegetation belts * Types of settlement and land use Economic activity including trade links The distribution of natural resources including energy, food, minerals and water Use maps to focus on Europe (locate Russia), North and South America -Their environmental regions</p>	<p>Y3&4</p> <p><u>The Roman Empire and its impact on Britain.</u></p> <p><i>History Objectives:</i> Note connections, contrasts and trends over time, develop appropriate use of historical terms. Address and sometimes devise historically valid questions about change cause similarity and difference and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><i>Geography Objectives:</i> Develop contextual knowledge of the location of globally significant places. Understand the processes that give rise to key physical and human geographical features of the world. * -collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * -interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * -communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Describe and understand key aspects of physical geography * of a region within North or South America * of climate zones, rivers and the water cycle * Biomes and vegetation belts * Types of settlement and land use Economic activity including trade links The distribution of natural resources including energy, food, minerals and water Use maps to focus on Europe (locate Russia), North and South America -Their environmental regions</p>

Music

Y3

Identify the key features of music of different periods in history and the names of some key composers within that period:

Renaissance period (1400 – 1600 and composers: William Byrd, Thomas Tallis)

** Respond to a piece of music such as likes / dislikes, how it makes them feel.*

** Recognise how musical elements can be used together to compose music.*

** Begin to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.*

** When listening to pieces of music, identify the following orchestral instruments and the sections of an orchestra to which they belong: violin, **double bass**, flute, **clarinet**, trumpet, **trombone**, drums/timpani, **cymbals**.*

Y4

Describe different purposes of music in history/ other cultures.

Identify the key features of music of different periods in history and the names of some key composers within that period:

Baroque period (1600 – 1750 and composers: Bach, Handel, Vivaldi)

**Describe how a piece of music makes them feel, beginning to explain why using musical vocabulary.*

**Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.*

When listening to pieces of music, identify the following orchestral instruments and the sections of an orchestra to which they belong: violin, double bass, **cello, flute, clarinet, **bassoon**, trumpet, trombone, **tuba**, drums/timpani, cymbals, **xylophone**.*

Y3

Identify the key features of music of different periods in history and the names of some key composers within that period:

Contemporary music: (1960 onwards, Soul, Pop, Funk and Disco)

** Respond to a piece of music such as likes / dislikes, how it makes them feel.*

** Recognise how musical elements can be used together to compose music.*

** Begin to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.*

** When listening to pieces of music, identify the following orchestral instruments and the sections of an orchestra to which they belong: violin, **double bass**, flute, **clarinet**, trumpet, **trombone**, drums/timpani, **cymbals**.*

Y4

Describe different purposes of music in history/ other cultures.

Identify the key features of music of different periods in history and the names of some key composers within that period:

Contemporary music: (1960 onwards, Hip Hop, Indie, R and B)

**Describe how a piece of music makes them feel, beginning to explain why using musical vocabulary.*

**Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.*

When listening to pieces of music, identify the following orchestral instruments and the sections of an orchestra to which they belong: violin, double bass, **cello, flute, clarinet, **bassoon**, trumpet, trombone, **tuba**, drums/timpani, cymbals, **xylophone**.*

<p>PE</p>	<p>Year 3 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speeds.</p> <p>Year 4 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speeds.</p>	<p>Year 3 I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I can follow a map in a familiar context. I can use clues to follow a route and follow a route safely.</p> <p>Year 4 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speeds. I can follow a map in a more demanding familiar context and follow a route within a time limit.</p>
<p>RE</p>	<p>Year 3: People of God I can make clear links between the story of Noah and the idea of covenant. I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.</p> <p>Year 4: Kingdom of God I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. I can offer suggestions about what the description of Pentecost in Acts 2 might mean. I can give examples of what Pentecost means to some Christians now. I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and, in their church, communities. I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>Year 3: People of God (DD) I can make clear links between the story of Abraham and the concept of faith. I can make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. I can suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.</p> <p>Year 4: Salvation I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. I can give examples of what the texts studied mean to some Christians. I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>

<p>Jigsaw</p>	<p><u>Relationships</u></p> <p>Year 3: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship e.g., Taking turns, being a good listener. I know and can use some strategies for keeping myself safe. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family.</p> <p>Year 4: I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can explain different points of view on an animal rights issue. I understand how people feel when they love a special pet. I know how to show love and appreciation to the people and animals who are special to me.</p>	<p><u>Changing Me</u></p> <p>Year 3: I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can identify what I am looking forward to when I am in Year 4.</p> <p>Year 4: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what I am looking forward to when I am in Year 5.</p>
<p>MFL</p>	<p>Y3: Our School I can listen attentively to spoken language and show understanding by joining in and responding. I am beginning to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can describe people, places, things and actions orally and in writing.</p> <p>Y4: What's the Time? I can listen attentively to spoken language and show understanding by joining in and responding. I can engage in short conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Y3: Time I am beginning to use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. I can read carefully and show understanding of words, phrases and simple writing. I can appreciate stories, songs, poems and rhymes in the language.</p> <p>Y4: Holidays and hobbies I can speak in sentences, using familiar vocabulary, phrases and basic language structures. I can use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. I can read carefully and show understanding of words, phrases and simple writing. I can appreciate stories, songs, poems and rhymes in the language. I can describe people, places, things and actions orally and in writing.</p>