



Robert Mellors Primary Academy

Year 3/4	Autumn Watch out invaders are about	Spring Our European neighbours	Summer Ancient Egyptians
Intent	Our intention is that the children at Robert Mellors Academy become successful learners through being inspired and motivated to learn. We aim to do this by providing a curriculum that builds on sequences of learning developing children's skills and knowledge of the areas set out in the National Curriculum. Above all, planning is relevant and meaningful with the aim of creating long -term learning.		
Implement Engage			Tomb visit- Egyptian day with treasure hunting and finding artefacts

<p>Implement Develop</p>	<p>History: -Retell the story of Odin’s eye - Timeline of Viking invasion. -Recognise and write in Runes - Explore Farming and clothing in Viking times. -Explore places of Viking origin in Midlands</p> <p>Geography: -Locate Scandinavia on a map. - Wrote a diary of a Captain’s log- looking at different weather at sea.</p>	<p>Geography: -Understand the physical features of capital cities in Europe. -Identify continents, countries; places and geographical lines of significance. -Understand what causes volcanoes and names of famous ones in Europe. -Understand what causes an earthquake.</p> <p>English: -Infer through a wordless picture book.</p>	<p>Geography: Locate Egypt on a map using an atlas. Watch <i>Gift of the Nile</i> and answer quiz relating to the video. Areas of farming mind map.</p> <p>History: -Create a chronology of the Egyptian timeline. -Write in hieroglyphs on papyrus paper. -Create a documentary about Egyptian jobs.</p>
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	<p>-Show invaded countries on a map. -Routes taken by longboats to invade.</p> <p>Art: - Use marks and lines to show textures. -Sketch a Viking Longship.</p> <p>D & T: -Design and make a Viking shield.</p> <p>English: -Write a warrior recount -Arthur and the golden rope. -Write a fact file on a Viking god.</p> <p>Science: Y4: States of matter -Categorise materials into groups of solids, liquids and gases. - Investigate a range of gases. - Understand the changes to materials when the temperatures is increased or decreased. -Explain the key parts in the water cycle (including the role of evaporation and condensation).</p>	<p>-Research and write a biography on a significant person. - Narrative story at sea - Write a recount</p> <p>Art: -Explore a range of European landmarks. -Sketch a landmark -Artist study Ginette Callaway - Experiment with watercolours.</p> <p>Science: Animals including humans -Identify and name different parts of the digestive system -Construct and create a range of food chains -Describe the functions of the organs in the human digestive system. -Identify and describe the different types of teeth.</p> <p>Living things and their habitats - Explain the importance of a nutritious, balanced diet. - Explore how nutrients, water and oxygen are transported through animals including humans.</p>	<p>-Revealer or archaeological dig to investigate artefacts. -Watch and re-enact a film about Howard Carter discovering tomb.</p> <p>Art: -Drawing of the sphynx. -Explore marks and lines to create textures.</p> <p>D & T: -Making Canopic jars from clay. - Design and create Egyptian jewellery through sewing and bead work.</p> <p>English: -Research and create a fact-file of the Nile. -Write a non-chronological report about farming. -Write Howard Carter diary entry and newspaper.</p> <p>Science: Y4 Sound -Describe how sound is made. - Explore the correlation between</p>
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	<p>Music: -Learn and perform songs</p>	<p>-Group living things in different ways.</p>	<p>pitch and the object producing the sound. -Find patterns between volume and the strengths that produced it.</p>
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	<p>-Learn the correct musical terminology to describe music.</p> <p>MFL: French</p> <p>-Have a short conversation -Give a response using a short phrase. -Start to move on to sentences. - Understand most of what we read in a foreign language based on a familiar language (Cognates).</p> <p>PSHE:</p> <p>-Understand attitudes and actions make a difference to my class. - Know my responsibilities in school. - Understand democracy through school council.</p> <p>-Explore how behaviours affect others.</p> <p>-Identify positive ways to face new challenges.</p> <p>RE:</p> <p>Y3</p> <p>-Explore Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. - Contemporary practices in relation to these four festivals. -Identify key Christian ideas: incarnation, trinity,</p>	<p>-Use and create classification keys - Understand environments can change and how it can endanger living things.</p> <p>MFL: French</p> <p>- Read aloud short pieces of text applying knowledge learnt</p> <p>- Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>-Communicate with others with improved confidence and accuracy</p> <p>PSHE:</p> <p>-Recognise how friendships and groups are formed.</p> <p>-Recognise the change in dynamic between different groups. - Understand good hygiene - Understand the affects of smoking and alcohol on somebody's physical health. -Recognise when I am being put under pressure. -Identify my inner strengths.</p>	<p>-Recognise that sounds get fainter as the distance from the sound increases.</p> <p>-Compare pitch and volume against a range of instruments.</p> <p>MFL: French</p> <p>- Write some short phrases based on familiar topics</p> <p>- Read aloud short pieces of text applying knowledge learnt</p> <p>- Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>PSHE:</p> <p>-Know and identify relationships I am a part of. Identify how specific feelings affect us.</p> <p>-Understand how we remember people even if we can no longer see them.</p> <p>-Understand how people feel about their pets.</p> <p>RE:</p> <p>Y3</p>
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	crucifixion, resurrection and the Holy Spirit.	RE: Y3	-Explore Churches, Mosques and Mandirs and the ways these buildings express key ideas about worship.
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	<p>Y4</p> <ul style="list-style-type: none"> -Understand key ways in which Christians, Hindus and Muslims see life as a journey. -Gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating marriage and funeral rituals. -Explore a range of ideas about different concepts about afterlife. -Understand non-religious views e.g. Humanist commitment to 'the one life we have.' <p>Computing:</p> <p>My online life</p> <ul style="list-style-type: none"> -Explore online identities compared with real life. -Identify how to find out information online. -Understand how to be safe and respectful online. <p>Understand the media can be used to bully others.</p> <ul style="list-style-type: none"> -Explore ways online information can be interpreted. -Identify ways to protect online information and accounts. -Identify who owns content online. 	<ul style="list-style-type: none"> -understand the practice, meaning and importance of the 5 daily Islamic prayers. -The Lord's Prayer in Christianity. -Prayer at a Mosque or Church. - Explore beliefs about Allah, God and prayer in different religions. <p>Y4</p> <ul style="list-style-type: none"> -Understand pilgrimages and religious journeys. -Details about and reasons for rituals and practice on pilgrimage. -Explore local places of pilgrimage and reflect on what the pilgrimage represents. <p>Computing:</p> <p>Game designer</p> <ul style="list-style-type: none"> -Label different types of input connections on devices. -Design an algorithm. -Understand the impact technology can have on health, wellbeing and lifestyle. -Understand computer networks including the internet. -Explore how to use technology safely, respectfully and responsibly. -Identify a range of ways to report concerns about content. <p>PE:</p>	<ul style="list-style-type: none"> -Identify the 4 key terms in relation to each building. -Identify similarities and differences between places of worship. - Connect features of buildings to religious beliefs, teachings, practices and ways of living. <p>Y4</p> <ul style="list-style-type: none"> -Explore music in the Christian community. -Compare this music with sources which pupils find spiritually inspiring. <p>Computing:</p> <ul style="list-style-type: none"> -Label different types of input connections on devices. -Design an algorithm. -Understand the impact technology can have on health, wellbeing and lifestyle. -Understand computer networks including the internet. -Explore how to use technology safely, respectfully and responsibly. -Identify a range of ways to report concerns about content. <p>PE:</p> <p>Athletics</p>
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PE:
Dance

- Become to use some basic tactics and strategies to improve athletic performances.

	<p>-Understand strengths and weaknesses in others performances understand how different compositional devices affect performance.</p> <p>Swimming</p> <p>- Understand simple personal survival techniques and how they relate to water safety.</p>	<p>Gymnastics</p> <ul style="list-style-type: none">- Use a number of gymnastic actions to create a fluent sequence.-Describe similarities and differences between own and others work, making suggestions for improvement. <p>Swimming</p> <ul style="list-style-type: none">- Understand simple personal survival techniques and how they relate to water safety.	<p>Demo some running, jumping and throwing techniques.</p>
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<p>Impact skills</p>	<p>History: Vikings raids and invasions</p> <ul style="list-style-type: none"> • Order events on a timeline • Identify similarities and differences between times in history • Ask historical questions • Identify historical figures <p>Geography:</p>	<p>Geography:</p> <ul style="list-style-type: none"> • Use maps and atlases (ordnance survey maps/grid references) • Volcanoes/Earthquakes • Capital cities (and features of them) <p>Art:</p> <ul style="list-style-type: none"> • Use marks and lines to show textures. 	<p>Geography:</p> <ul style="list-style-type: none"> • Locate Egypt on a map and within the Northern hemisphere. • To know how the Nile was used in everyday life and make comparisons to modern day. • To investigate farming techniques from the past. <p>History:</p>
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	<ul style="list-style-type: none"> • Use maps to identify the Vikings countries of origin, invasions and settlements. <p>Art: Research Viking shields, symbols and patterns. Sketch a Viking Longship</p> <ul style="list-style-type: none"> • focusing on perspective and shading. • Make a shield and draw on symbols and patterns • Evaluate • <p>D & T: Create a Viking shield, representing the symbols and common patterns.</p> <ul style="list-style-type: none"> • <p>Music: Sing in harmony confidently and accurately. Perform a simple part rhythmically. Sing songs from memory.</p> <ul style="list-style-type: none"> • <p>ench: Explore patterns and sounds of the language through songs and rhymes.</p> <p>MFL- Explore a range of greetings for a conversation.</p>	<ul style="list-style-type: none"> • Use wash techniques to create backgrounds and different shapes. • Use a range of brushes to create a range of textures <p>Science:</p> <ul style="list-style-type: none"> • Ask relevant scientific questions • Use observations and knowledge to answer scientific questions • Set up a simple inquiry to explore a scientific question • Set up a test to compare two things • Explain what a fair test is • Careful and accurate observations • Gather, record and classify in a variety of ways. • Use diagrams and tables. • Use findings to demonstrate oral and written explanations. <p>Music:</p> <ul style="list-style-type: none"> • Sing in harmony confidently and accurately. • Perform a simple part rhythmically. 	<ul style="list-style-type: none"> • To identify pharaoh from the past. • Look at the pyramids to find out information about the past. • To identify key Egyptian artefacts. • To know that curses were used to prevent tomb raiders. • To describe the discovery over Tutankhamun's tomb. • To understand the process of mummification. To know the alphabetic codes of hieroglyphics. To understand historic jobs. • <p>Art: To draw a picture of the Sphynx in perspective. To use clay to form models using joining techniques.</p> <ul style="list-style-type: none"> • <p>DT: To create a mummy in a coffin.</p> <ul style="list-style-type: none"> • To practise sewing skills. • <p>Science: Ask relevant scientific questions</p> <ul style="list-style-type: none"> •
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	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Sing songs from memory.	
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	<ul style="list-style-type: none"> • Listen attentively to spoken language. • Engage in conversations • Ask and answer questions • Develop accurate pronunciation. • Appreciate song, stories and rhymes in French. <p>RE:</p> <ul style="list-style-type: none"> • Explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. • Understand values including love, generosity, patience, faithfulness and selfcontrol. Develop in understanding how to handle varied perspectives. Recognise different reasonable ideas. <p>PSHE:</p> <p>Understand how actions make a difference to others.</p> <ul style="list-style-type: none"> • Take responsibility for choices. • Identify positive ways to face new challenges. 	<p>MFL- French:</p> <ul style="list-style-type: none"> • Explore patterns and sounds of the language through songs and rhymes. • Explore a range of greetings for a conversation. • Listen attentively to spoken language. • Engage in conversations • Ask and answer questions • Develop accurate pronunciation. • Appreciate song, stories and rhymes in French. <p>PSHE:</p> <ul style="list-style-type: none"> • Recognise how friendship groups are formed. • Recognise when people's actions make me feel embarrassed. • Explain how viruses and bacteria can affect health. • Understand and recognise peer pressure. <p>RE:</p> <ul style="list-style-type: none"> • Practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean to one another. 	<ul style="list-style-type: none"> • Use observations and knowledge to answer scientific questions • Set up a simple inquiry to explore a scientific question • Set up a test to compare two things • Explain what a fair test is • Careful and accurate observations • Gather, record and classify in a variety of ways. • Use diagrams and tables. • Use findings to demonstrate oral and written explanations. • Explain how sound travels from a source to our ears. <p>Music:</p> <ul style="list-style-type: none"> • Sing in harmony confidently and accurately. • Perform a simple part rhythmically. • Sing songs from memory. <p>MFL: French</p>
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	<ul style="list-style-type: none">•		<ul style="list-style-type: none">• Explore patterns and sounds of the language through songs and rhymes.• Explore a range of greetings for a conversation.
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	<p>Science:</p> <ul style="list-style-type: none"> • Ask relevant scientific questions • Use observations and knowledge to answer scientific questions • Set up a simple inquiry to explore a scientific question • Set up a test to compare two things. • Explain what a fair test is. • Careful and accurate observations including the use of standard units. Use equipment including thermometers to make measurements. • Gather, record and classify in a variety of ways. <p>Computing:</p> <ul style="list-style-type: none"> • Navigate through a range of websites. • Edit font, text size and layout. • Search for information within a wide group of technologies. 	<ul style="list-style-type: none"> • Express understanding of handling varied perspectives on pilgrimage. <p>Computing:</p> <ul style="list-style-type: none"> • Design and write a program for a given purpose. Improve the quality and presentation of a piece of work. • Collaborate online to create digital content. <p>PE:</p> <ul style="list-style-type: none"> • Create and demonstrate a longer sequence with a range of actions incorporating apparatus and the floor. • Work effectively within a group sequence 	<ul style="list-style-type: none"> • Listen attentively to spoken language. • • • Engage in conversations Ask and answer questions • Develop accurate pronunciation. • Appreciate song, stories and rhymes in French. Say what they like and dislike about a familiar place. <p>PSHE:</p> <ul style="list-style-type: none"> • Explain how our relationships are special to us. • Explain and weigh up people’s views on animal rights. • Explain how I have traits from birth parents • Identify changes that are out of my control. Express my fear and concerns that are outside of my control. Identify what I am looking forward to in year 5. • <p>RE:</p> <ul style="list-style-type: none"> • Observe, notice, name, describe and remember
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	<p>PE Fitness: Swimming</p>		
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	<ul style="list-style-type: none"> • Understand the importance of a warm up and cool down • Swim competently over a distance • Compare performances with previous one for improvement. • Use a number of dance actions to create a fluent performance and work effectively within a group dance. 		<ul style="list-style-type: none"> • aspects of worship in different religious buildings. Listen, discuss and selfexpress including musical appreciation. <p>Computing:</p> <ul style="list-style-type: none"> • • Design and write a program for a given purpose. Improve the quality and presentation of a piece of work. • Collaborate online to create digital content. <p>PE:</p> <ul style="list-style-type: none"> • Perform showing some good technique when performing athletic activities. • Show enthusiasm for collaborating and competing with each other
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