

**English:**  
Opportunities within genres identified for Y3 and Y4 including narrative, non-fiction and Poetry.

**Mathematics:** To know and use Number, place value, comparing and representing.  
To add and subtract. To multiply and divide

**Science:** Habitats and living

Forces and magnets

**Computing:**  
Powerpoint  
Scratch

**PE:**  
Multi-skills  
Real PE

**LKS2 - Project Overview - Pole to Pole**  
**Huntingtower Community Primary Academy**

**Music:**  
Linked to topic- Charanga  
Y3 Let Your Spirit Fly/Ho Ho HO  
Y4 Mamma Mia/ 5 Gold Rings

**Personal development**

Understanding others

Push yourself

**RE:** Hinduism  
God/Community  
Worship and celebration - ways in which worship and celebration engage.

**Art:** Observational drawing  
Arctic/Antarctic landscapes and wildlife

**Geography:** Investigating places and communicate geographically, reading maps and keys.

**History:**  
To investigate and interpret the past  
To understand chronology  
To communicate historically

**MFL:** Greetings, colours, numbers, basic information about ourselves, our likes and dislikes.

**DT:**  
Moving images  
Mechanical posters

## LEARNING OBJECTIVE and MILESTONES 2 covered in this unit of work (From Quigley Essentials)

### **Geography**

#### **To investigate places**

Ask and answer geographical questions about the physical and human characteristics of a location.

Explain own views about locations, giving reasons.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Use a range of resources to identify the key physical and human features of a location.

#### **To investigate patterns**

Describe geographical similarities and differences between countries.

#### **To communicate geographically**

Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use.

Use a range of resources to identify the key physical and human features of a location.

### **History (also covered through English lessons)**

#### **To investigate and interpret the past**

-Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

-Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

#### **To understand chronology**

-Place events, artefacts and historical figures on a time line using dates.

-Understand the concept of change over time, representing this, along with evidence, on a time line.

-Use dates and terms to describe events.

#### **To communicate historically**

-Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

-Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

### **Art**

#### **To develop ideas**

- Develop ideas from starting points throughout the curriculum.

-Collect information, sketches and resources.

-Adapt and refine ideas as they progress.

-Explore ideas in a variety of ways.

#### **To master techniques:**

##### **Drawing**

-Use different harnesses of pencils to show line, tone and texture.

-Annotate sketches to explain and elaborate ideas.

-Sketch lightly (no need to use a rubber to correct mistakes).

-Use shading to show light and shadow.

-Use hatching and cross hatching to show tone and texture.

### **Design and Technology**

#### **To master practical skills**

##### **Materials:**

-Cut materials accurately and safely by selecting appropriate tools.

- Measure and mark out to the nearest millimetre.

- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).

- Select appropriate joining techniques.

##### **Construction:**

-Choose suitable techniques to construct products or to repair items.

- Strengthen materials using suitable techniques.

##### **To design, make, evaluate and improve**

- Design with purpose by identifying opportunities to design.

- Make products by working efficiently (such as by carefully selecting materials).

- Refine work and techniques as work progresses, continually evaluating the product design.

##### **To take inspiration from design throughout history**

Disassemble products to understand how they work.

### **Science Y4**

#### **States of Matter**

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Y3**

**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.

**Computing**

**To**

**Music**

**To perform:**

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Perform with control and awareness of others.

**To describe music:**

- Use the terms: duration, timbre, **pitch**, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

**P.E**

**To develop practical skills in order to participate, compete and lead a healthy lifestyle:**

- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Lead others and act as a respectful team member.
- Plan, perform and repeat sequences.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.

**French:****To read fluently:**

Read out loud everyday words and phrases.

Use phonic knowledge to read words.

Read and understand short written phrases.

Read out loud familiar words and phrases.

**To write imaginatively:**

Write or copy everyday words correctly.

Label items and choose appropriate words to complete short sentences.

Write one or two short sentences.

Write short phrases used in everyday conversations correctly.

**To speak confidently:**

Understand a range of spoken phrases.

Understand standard language (sometimes asking for words or phrases to be repeated).

Answer simple questions and give basic information.

Give responses to questions about everyday events.

Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.

**PSHE****Understand others**

- Listen to others, showing attention.
- Think of the effect of behaviour on others before acting.
- Describe the points of view of others.

**Push yourselves**

- Begin to understand why some activities feel uncomfortable.
- Show a willingness to overcome fears.
- Push past fears and reflect upon the emotions felt afterwards.
- Begin to take encouragement and advice from others.
- Keep trying after a first attempt

## Christianity Key Stage 2: Suggested content

			
<p><b>Symbol</b></p>	<p><b>Faith and belief in action</b></p>	<p><b>Community expression</b></p>	<p><b>Expressions of belonging</b></p>
<p><b>How do symbols in the Bible help a Christian to relate to God?</b></p> <ul style="list-style-type: none"> <li>• The Trinity: Father (Creator), Son (God Incarnate) and Holy Spirit (Sustainer)</li> </ul> <p><b>What do the symbols in the story of the baptism of Jesus reveal about the nature of God?</b></p> <ul style="list-style-type: none"> <li>• Symbolism of the dove – Holy Spirit</li> <li>• Symbolism of water – cleansing, purity</li> </ul> <p><b>What visual symbols and symbolic acts can be seen in a Christian church?</b></p> <ul style="list-style-type: none"> <li>• Holy Communion (symbolism in the Last Supper) - patterns of prayer, giving and acts of service</li> <li>• Artefacts and visual symbols, stained glass windows, altar,</li> </ul>	<p><b>In what way does the Bible teach Christians to treat others?</b></p> <ul style="list-style-type: none"> <li>• Ten commandments (Exodus 20:1-17, Deuteronomy 5:6-21)</li> <li>• The Beatitudes (Matthew 5:1-12)</li> <li>• The Sermon on the Mount (Matthew 5-7)</li> <li>• The Greatest Commandment (Mark 12:30-31)</li> </ul> <p><b>How is this expressed in practice?</b></p> <ul style="list-style-type: none"> <li>• Personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus’ teachings</li> <li>• Impact of the faith and actions of inspirational people, e.g. Jackie Pullinger, Archbishop Justin Welby, Mother Theresa, Gladys Aylward, Christians Against Poverty, Street Pastors</li> </ul>	<p><b>How is Christian belief expressed collectively?</b></p> <ul style="list-style-type: none"> <li>• Worship in different Christian denominations, e.g. Quaker, Methodist, Evangelical, Pentecostal and globally, e.g. use of silence, music, actions, cultural traditions</li> <li>• Buildings, artefacts, symbols and their links to worship, rituals and ceremonies</li> <li>• Koinonia – one body of faith, the idea of fellowship</li> </ul> <p><b>How does worship and celebration build a sense of community?</b></p> <ul style="list-style-type: none"> <li>• The role of communal celebration during worship and festivals, e.g. Holy Communion, Pentecost – what happens and why</li> <li>• Importance of worshipping together – singing, praying, sharing key life events such as birth and marriage</li> </ul>	<p><b>How do Christians show they belong?</b></p> <ul style="list-style-type: none"> <li>• Outward signs of belonging - baptism, confirmation, dedication, believers’ baptism, marriage - promises and vows made during these events</li> <li>• Symbols or actions that are an expression of belonging to the Christian faith, e.g. cross, ichthus (fish)</li> </ul>

Continuous Provision	Hist/Geog	DT/Art	Music/ICT	PD	Maths	English
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						

Field work, maps,  
counties, settlements,  
land use and orienteering