

Cabot Primary School Cycle B Year 3 and 4

	Autumn Geography Name: Marvellous Mexico Key Text: Adelita (A Mexican Cinderella)	Spring Science Name: Life in the Stone Age Key Text: Ug	Summer History Name: Wonderful West Country Key Text: Tales of Wisdom and Wonder
Science	<p>Light</p> <p><u>Know</u> To know that light travels in straight lines To know that the absence of light makes a shadow</p> <p><u>Understand</u> To understand how light travels To understand how shadows are made</p> <p><u>Do</u> Investigate how light travels Investigate which materials would make good curtains</p> <p>Forces & Magnets</p> <p><u>Know</u> To know the correct terminology for forces e.g. pull, push, direction etc. What a magnet is and what a magnets uses are</p> <p><u>Understand</u> To understand how a magnet works To understand the effect of different materials on frictions</p> <p><u>Do</u></p>	<p>Rocks and Fossils</p> <p><u>Know</u> To know what a rock is and how different rocks are formed To know what a fossil is and how they are formed</p> <p><u>Understand</u> To understand rock formation To understand how to find out which was the hardest rock To understand the difference between a rock and a fossil</p> <p><u>Do</u> Observe rocks and fossils Find out which rocks are used on our school ground - give reasons to why they are suitable for their uses Make a fossil out of plaster of paris</p>	<p>Plants</p> <p><u>Know</u> To know the parts of a plant To know what a plant needs to survive To know how water travels through a plant</p> <p><u>Understand</u> To understand the different functions of each part of the plant To understand why a plant needs sun, water, air etc. to survive To understand that water is absorbs by the roots and travels up the plant to the leaves</p> <p><u>Do</u> Create a flap book about each part of the plant Conduct an experiment to find out what happens to a plant if we take away a plants necessities Conduct an experiment using food colouring to see how water travels through plants (using celery)</p> <p>Animals including humans</p> <p><u>Know</u></p>

Cabot Primary School Cycle B Year 3 and 4

	<p>Investigate 'Which magnet is the strongest?'</p> <p>Investigate 'How far does a toy car travel on different surfaces?'</p>		<p>To know about healthy eating</p> <p>To know that animals including humans have skeletons and muscles</p> <p><u>Understand</u></p> <p>To understand what a balanced diet is and why it is important</p> <p>To understand the purpose of the skeleton and why animals have them</p> <p>To understand that muscles work in pairs</p> <p><u>Do</u></p> <p>Create a healthy eating plate</p> <p>Label the skeleton and explore facts</p> <p>Create a muscle model using elastic bands</p>
<p>Computing</p>	<p>LKS2 iProgram</p> <p><u>Know</u></p> <p>To know what programming is</p> <p>To know how the access programming software</p> <p><u>Understand</u></p> <p>To understand the commands link to programming</p> <p>To understand how to program to reach an end goal</p> <p><u>Do</u></p> <p>Create a simple game in Scratch</p>	<p>LKS2 iSafe</p> <p><u>Know</u></p> <p>To know how to keep safe online</p> <p><u>Understand</u></p> <p>To understand that not everything/ everyone is reliable, safe and honest online</p> <p>To understand why they need to be safe online</p> <p><u>Do</u></p> <p>Make E-safety posters for younger children in the school</p> <p>Make an E-safety song (link with Autumn music)</p> <p>LKS2 iData</p> <p><u>Know</u></p> <p>To know what data is</p>	<p>LKS2 iConnect</p> <p><u>Know</u></p> <p>To know what the internet is used for</p> <p><u>Understand</u></p> <p>To understand the purpose of a search engine</p> <p>To understand how search engine results are listed</p> <p><u>Do</u></p> <p>Create a fact file or help sheet to show someone how to use the internet safely</p>

Cabot Primary School Cycle B Year 3 and 4

		<p><u>Understand</u> To understand how to input data in a spreadsheet To understand how to interpret data</p> <p><u>Do</u> Collect data from the class Input data onto a spreadsheet Use data to create a range of graphs and charts</p>	
History		<p>Stone Age</p> <p><u>Know</u></p> <p>About changes in Britain during the Stone Age and about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p><u>Understand</u></p> <p>To understand what life was like during the Stone Age</p> <p><u>Do</u></p> <p>Create a Stone Age menu</p> <p>Freeze frames of a day in the life during the Stone Age and extend to writing a diary entry</p>	<p><u>Local Area</u></p> <p><u>Know</u></p> <p>To know about the main events in the history of Bristol</p> <p><u>Understand</u></p> <p>How Bristol has changed over time</p> <p><u>Do</u></p> <p>Create information booklet about Bristol in the past for Year 1 and 2</p> <p>Write a diary entry as a child in Bristol during WW2</p>
Geography	<p><u>Know</u></p> <p>locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their</p>	<p><u>Know</u></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and</p>	<p><u>Know</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>

Cabot Primary School Cycle B Year 3 and 4

	<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Understand</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Do</u> Make a 3D desert</p> <p>Discussion to compare geographical similarities and differences between Mexico and Bristol.</p>	<p>the water cycle.</p> <p><u>Understand</u> Use maps, atlases, globes and digital/computer mapping to locate volcanoes</p> <p><u>Do</u> Create a 3D volcano that will erupt Produce a news report after a natural disaster has occurred.</p>	<p>characteristics, key topographical features.</p> <p><u>Understand</u> Use maps, atlases, globes and digital/computer mapping to locate counties, cities and physical features</p> <p><u>Do</u> Create a travel brochure about the Forest of Dean</p> <p>Discussion - deforestation</p>
<p>Art</p>	<p>Investigating patterns</p> <p><u>Know</u> To know that you can make patterns using pencils, printing, stencils etc.</p> <p><u>Understand</u> What make a good pattern</p> <p><u>Do</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Experiment making patterns using variety of materials and techniques</p>	<p>Stone Age art</p> <p><u>Know</u> To know about cave paintings</p> <p><u>Understand</u> How to use a range of materials - pastels, charcoal and clay</p> <p><u>Do</u> Create a stone age tile</p>	<p>Portraits - Picasso</p> <p><u>Know</u> To know about the artist Picasso and his work</p> <p><u>Understand</u> Picasso's style of art</p> <p><u>Do</u> Create a Picasso style self-portrait</p>

Cabot Primary School Cycle B Year 3 and 4

DT	<p>Pots (clay)</p> <p><u>Know</u> To know what a Mexican pot would look like and what design features it has</p> <p><u>Understand</u> How to use clay and a wide range of tools to create a clay pot How to evaluate your own work in order to improve it next time</p> <p><u>Do</u> Create a clay pot add decorative features</p>	<p>Sculptures</p> <p><u>Know</u> To know what a sculpture is and where you would find one To know that a wide range of materials can be used to make a sculpture</p> <p><u>Understand</u> To understand how to mould clay to create a human form</p> <p><u>Do</u> Create a sculpture of a stone age character</p>	<p>Making frames</p> <p>Cooking - Geography link</p> <p><u>Know</u> To know what a picture frame is and how they are created To know when picture frames were created</p> <p><u>Understand</u> To understand how to make effective picture frame To understand how the frame affects the picture</p> <p><u>Do</u> Make a picture frame reflecting the pupils personalities</p>
Music	<p>Mexican songs</p> <p><u>Know</u> To know what makes an effective song</p> <p><u>Understand</u> How songs are composed</p> <p><u>Do</u> Compose a song and perform in an assembly</p>	<p>Balloon Fiesta</p> <p><u>Know</u> What sounds a hot air balloon makes What timbre is</p> <p><u>Understand</u> What timbre is and how to make that sound</p> <p><u>Do</u> Create a piece of music including timbre</p>	<p>Balloon Fiesta</p> <p><u>Know</u> What evaluation is</p> <p><u>Understand</u> To understand how evaluation is helpful to improve composition</p> <p><u>Do</u> Evaluate pieces of a music and our own piece of music from last half term</p>
French	<p>Greetings</p> <p>Numbers</p> <p>Using a French dictionary</p>	<p>Pronunciation</p> <p>Longer sentences with conjunctions</p> <p>Landmarks in Paris</p>	<p>Questions about yourself</p> <p>Writing sentences</p> <p>Landmarks in Britain</p>
RE	<p>What is Important to me? (Christianity and Judaism)</p>	<p>What can we learn from the life and teaching of Jesus? (Christianity)</p>	<p>How do people express their beliefs and identity? (Christianity and</p>

Cabot Primary School Cycle B Year 3 and 4

	<p><u>Know</u> To know what a human is and the physical and non-physical features To know where I belong in the community, traditions and global community.</p> <p><u>Understand</u> To understand physical and non-physical aspects of my human identity To understand what I am worth</p> <p><u>Do</u> Reflecting on our own identify Explore the behaviours of characters in religious stories</p>	<p><u>Know</u> To know who Jesus is and what does it mean to follow him today.</p> <p><u>Understand</u> To understand what Jesus taught about To understand Jesus' miracles and what they tell us about some of the big questions of life</p> <p><u>Do</u> Explore the stories of Jesus and discuss morals</p>	<p>Hinduism)</p> <p><u>Know</u> To know how people express their beliefs, identify and experiences using signs, symbols and the wider arts.</p> <p><u>Understand</u> To understand why universal symbols are used in religious beliefs. To understand why art is important to religious beliefs</p> <p><u>Do</u> Create a symbol for ourselves</p>
French	<p>Greetings Numbers Using a French dictionary</p>	<p>Pronunciation Longer sentences with conjunctions Landmarks in Paris</p>	<p>Questions about yourself Writing sentences Landmarks in Britain</p>
PHSE	<p>We are all stars</p> <p><u>Know</u> Recognise we all have gifts and talents and know what some of these are Know the feelings that can be associated with doing something new</p> <p><u>Understand</u> Understand our rights and responsibilities in school Understand how to cope with feelings associated with doing something new</p>	<p>Dear Diary</p> <p><u>Know</u> Know about the work carried out at a police station Know how to make wise choices</p> <p><u>Understand</u> Understand what taking responsibility means</p> <p><u>Do</u> Role play 'making amends'</p>	<p>Living Long, Living Strong</p> <p><u>Know</u> Know some differences and similarities between males and females Know how to keep healthy</p> <p><u>Understand</u> Understand 'personal space' Visualise a relaxing place</p> <p><u>Do</u> Create a collage of ways to relax</p>

Cabot Primary School Cycle B Year 3 and 4

	<p><u>Do</u> Create a class charter Freeze frame and role play how to make a new character feel better</p> <p>Be friendly, Be wise</p> <p><u>Know</u> Know what a win-win solution is</p> <p><u>Understand</u> Understand different ways to resolve conflicts Recognise signs of anger Understand things that increase/reduce feelings of anger</p> <p><u>Do</u> Create display of anger 'fuses' Work together in a group and evaluate use of collaborative skills Joining In, Joining Up</p>	<p>Conscience alley - wise/unwise choices</p> <p>Joining up and joining in</p> <p><u>Know</u> Know the role and responsibility of the local council Know some charities that work in the local area</p> <p><u>Understand</u> To understand the process of voting and debating Understand how to be an active member of the community</p> <p><u>Do</u> Class debate Raise funds for a local charity</p>	<p>Role play - advertiser trying to persuade someone to do/buy something that is unhealthy</p> <p>Daring to be Different</p> <p><u>Know</u> Know what a surprised feeling looks/feels like Recognise hopeful and disappointed feelings</p> <p><u>Understand</u> How to act assertively Understand different people respond differently to different situations Understand when we might show/hide feelings</p> <p><u>Do</u> Discuss how they would feel in different situations Role play showing/hiding feelings</p>
P.E	Unit one from REAL PE Unit two from REAL PE	Unit three from REAL PE Unit four from REAL PE	Unit five from REAL PE Unit six from REAL PE