Learning Flow

Year 3 & 4 Term 3 & 4 – Electrical systems

Roots Lesson– What do I already know?

What do we already Know?
Topic Page - Prior knowledge , What do we already know? What questions do we have? What prior knowledge do I need?

Research – What already exists?

- What is an electrical system?
- What are they used for?
- How is a simple circuit made?

D1: Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user.

Technical Workshops. & Design Criteria

- Identifying components of a circuit
- Understanding purpose of the components
- Creating a simple circuit
- Design Criteria – Design a simple electrical circuit

D1: Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.
M2: Use an understanding of different materials to choose which materials will be needed for a task and explain why.

Make

- Use design to make your circuit
- Select components and equipment
- Join safely and securely

M2: Choose from a range of materials, showing an understanding of their different characteristics and with support begin to combine them.
T3: Attach features to a design using appropriate joining techniques. Being to use a glue gun with close supervision.

Evaluate

- Does it fit design criteria?
- Does the circuit work?
- What could you have done differently

D1: Recognising that designs have to meet a range of needs, including being fit for purpose.

What do I know now?

- Knowledge demonstration- Quiz.

Learning Flow

Year 3 & 4 – PSHE – Term 3 – How can we manage our feelings?

Roots Lesson– What do we already know?

- Topic Toolkit - Prior knowledge . What is PSHE? Why it important? What do we already know? What questions do we have?

Book - The Colour Monster

How do we show and talk about our feelings?

- Recognise feelings.
- Understand how feelings can be expressed in different ways.

Book - The Rabbit Listened

How do we manage feelings?

- What are my coping strategies?
- How do I cope with big feelings?

Book - The Boy with Big Big Feelings.

KPI- Suggest ways to manage difficult situations.

Do I understand difficult emotions?

- How can I manage feelings during change, grief or loss?
- Change and loss can cause strong feelings.
- Book - Dada Ji's Paintbrush

KPI- Suggest ways to manage difficult situations.

How can I seek support?

- Understand how seeking support can help myself and others manage their feelings.
- Who can help?
- Its okay to ask for help.

Book - You, Me and Empathy

KPI-Suggest ways to manage difficult situations.

What do we know now?

- Knowledge demonstration- Tool Kit.
- Quiz

Learning Flow

Year 4– Science– Term 3 – Electricity

What do we already know?

Topic Toolkit – Prior knowledge , What is Science? Why it important? What do we already know? What questions do we have?

Recap– Prior Knowledge– Everyday materials, electrical appliances, safety.

SA4- The pupil can identify appliances that run on electricity and explain conductor and insulator.

How can we make a simple electric circuit?

- Name components,
- Build and draw a simple circuit,
- Problem solve why a circuit might not be working.

SA4- The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams

How do conductors and insulators work?

- Recognise common conductors and insulators,
- Sort materials into conductors and insulators,

SA4- The pupil can identify appliances that run on electricity and explain conductor and insulator.

Why was Edison's discovery important?

- Understand Edison's contribution to electric lighting,
- Connect historical developments to modern circuits,

Why does a bulb light (or not light)?

- Investigate working and non-working circuits,
- Predict whether bulbs will light,
- Explain why some circuits do not work,

SA4- The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams

What do we know now?

- Knowledge demonstration- Draw it & make it (circuits)
- Quiz,

Learning Flow

Year 4– History– Term 3 – Ancient Rome

What do we already know?

Topic Toolkit – Prior knowledge , What is History? Why it important? What do we already know? What questions do we have?

Recap– Chronology of history learnt so far. What BC and AD mean. Recap Year 3 learning of life during the SA, BA and IA.

Who were the Romans and where do they fit in history?

- Place the Roman invasion on a timeline.
- Use historical vocabulary linked to time.

C1- Pupils should be able to place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD)

What happened during the Roman invasion of Britain?

- Identify key events of the Roman invasion.
- Sequence events accurately.

C1- Pupils should be able to place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD)

How did the Celts react to the Roman invasion?

- Describe how the Celts reacted to the Romans.
- Explain reasons for Celtic responses.

HK2- Pupils should be able to give a reason for these changes.

Romans vs Celts: what were the differences?

- Compare Roman and Celtic armies.
- Use evidence to explain consequences.

HK1- Pupils are beginning to use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.

HK2- Pupils should be able to give a reason for these changes)

What do we know now?

- Knowledge demonstration– Quiz.

Learning Flow

Year 3 – History – Term 3–4 – Stone Age, Bronze Age & Iron Age

What do we already know?

Topic Page - Prior knowledge. What do we already know? What questions do we have?

When were the Stone, Iron and Bronze Ages?

- Place on a timeline.
- Map out to show how they account for most of human history.
- How long did the Stone Age last?
- 3 parts of Stone Age

Pupils can use timelines to place up to five significant events and artefacts from the time studied in order and to understand that timelines can be divided into BC and AD.

What was daily life like in the Mesolithic period?

- hunter gatherers
- nomadic existence. moving with the seasons.
- Tools began being fashioned (hand axe)
- flint tools

Pupils should answer who. what. when. where and why questions beginning to use sources of evidence to support their answers.

What was daily life like in the Mesolithic period?

- Settlements
- Animals/livestock
- Materials
- Creations

What was daily life like in the Neolithic period?

- agriculture began.
- crops were grown
- permanent structures of community were built (Stonehenge)

Pupils are able to use two or more sources to describe the differences and similarities between houses and settlements: culture and the way of life: people's beliefs and attitudes: main events and differences between rich and poor.

What do we know now? End of Term 3

- Publish a non-chronological report.
- Quiz

Pupils communicate knowledge about people. objects or events from the past. using a variety of approaches such as discussions. different genres of writing. drawing and diagrams.

Continued into Term 4.

Learning Flow

Year 4– Computing– Term 3 – Photo Editing.

What do we already know?

Prior knowledge , What is Computing? Why it important? What do we already know? What questions do we have?

Can digital images be changed?

- Explain why I might crop an image.
- Improve an image by rotating it.
- Use photo editing software to crop image.

Can colours be changed in digital images?

- Experiment with different colour effects.
- Explain that different colour effects make you think and feel different things.
- Explain why I chose certain colour effects.

How can cloning be used in photo editing?

- Add to the composition of an image by cloning.
- Identify how a photo edit can be improved.
- Remove parts of an image using cloning.

Can images be combined?

- Experiment with tools to select and copy part of an image.
- Explain why photos might be edited.
- Use a range of tools to copy between images.

Can I combined images for a purpose?

- Choose suitable images for my project.
- Create a project that is a combination of other images.
- Describe the image I want to create.

How can changes improve an image?

- Combine text and my image to complete the project.
- Review images against a given criteria.
- Use feedback to guide making changes.

Learning Flow

Year 3 & 4– Art – Term 3 – Tim Noble and Sue Webster

What do we already know?

Topic Toolkit – Prior knowledge

- What is a 3D sculpture?
- What is waste and how can it be re-purposed?
- How can art send a message?

Inspire and evaluate

- Look at Tim Noble and Sue Webster and their work. What do you like about it? What don't you like about it? What message do you think the art work is giving?

Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of.

Experiment

- Investigate different waste materials.
- Discuss what types of waste could be used to make a sculpture/ 3D exhibit and what message it could give.

Pupils should have an increasing awareness in environmental sculpture and found object art. Pupils should use others' work as a starting point for their own. Pupils should consider different materials used to make sculptures (including natural, manmade and recycled)

Design and practice – End of Term 3

- Discuss how they will create their own artwork.
- Create a plan for what they'd like their artwork to look like.
- What message do you want it to send?
- What waste products will you reuse?

Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Pupils should understand and begin to confidently use different ways of joining materials and considering their effectiveness

Term 4 – Create

- Make our own 3D sculptures using repurposed waste.

Pupils should work in a safe, organised way, caring for equipment. Pupils should secure work to continue at a later date. Pupils should understand how sculptures change over time. Pupils should develop an understanding of different ways of finishing work.

Reflect and evaluate

- How successful was your art?
- Would you change anything if you did it again?
- Compare your work to Noble's and Webster's.

Pupils should design, make and evaluate their own. Pupils should compare their final product with their inspiration and design and describe similarities and differences

What do I know now?

- Quiz
- Flashforward to Term 5 – Karen Lederer

Learning Flow

Year 3 & 4– RE – Term 3 – What does it mean to be a Muslim in Britain today?

What do we already know?

Topic Toolkit – Prior knowledge

- What are the Five Pillars of Islam?
- What is the Qur'an?
- How are these used by Muslims?

Five Pillars of Islam

- Explore the practice, belief and meaning of each pillar.
- Consider the value and the challenge of Five Pillars.
- How do they make a difference to individual Muslims and the Muslim community (ummah)?
- How do the Five Pillars affect Muslims lives moment by moment, daily, annually, in their lifetime?

Qur'an

- The story of the Qu'ran
- How the Qur'an is used and treated
- Why do people learn and memorise the Qur'an?

The significance of the Qur'an

- Read stories and teachings from the Qur'an: Surah 1 – Al-Fatihah (The Opening), Surah 17 (The Night Journey)
- Consider how Muslims could be helped or inspired by these stories and teachings.

Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses

Life as a Muslim in Britain today

- School speaker – Jameelah Abdulshakour
- Life as a Muslim in Britain today
- How Muslims put their beliefs in to practice
- The daily routine of a Muslim in Britain today

Pupils can give two reasons why being Islamic is a good thing and two reasons it might be hard in Britain today (reasoning).

What do we know now?

- Knowledge demonstration
- Quiz.

Learning Flow

Year 3 – Science – Term 3 – Rocks

What do we already know?

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Classifying rocks

- Explore different types of rocks.
- Use senses to describe and sort.
- How are rocks useful?
- Explore the 3 different rock types.
- Identify characteristics of igneous. sedimentary and metamorphic rock.
- Practical investigation.

KPI - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Soil– Explore & test

- How is soil formed?
- Why is it important?
- Testing different soil samples.
- What do we notice?

How are fossils formed?

- Explore the process of fossils.
- Ask questions.
- Write an explanation text around how fossils are formed.

KPI - Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Significant Scientists

- Mary Anning (1799-1847)
- Holly Betts (current)

What do we know now?

- Draw it/ Explain it fact file on rock types
- Quiz.
- Flashforward- Next term. What do we