

## Literacy

- Non-chronological reports – Leaflets & reports
- Traditional tales – Myths & legends
- Fairytales & playscripts – Twisted fairytales

## Topic Writing

- Organise information into a flow chart
- Describe and reason about a Stone Age archaeological find

## RE

### Why do some people think that life is a journey?

- Identify beliefs about love, commitment and promises
- Understand the meaning and importance of, and what happens in, ceremonies of commitment
- Make links between beliefs about love and commitment and how people live
- Identify differences in celebrating commitment

### Why do Christians call the day Jesus died Good Friday?

- Recognise the word 'salvation'
- Suggest what the events of Holy Week mean to Christians
- Give examples of the importance of Holy Week to Christians
- Make simple links between the Gospel accounts and how Christians mark Easter in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways
- Raise thoughtful questions and suggest answers about why Christians call the day Jesus died Good Friday, explaining their reasons for suggestions.

## History

- To understand the definition and time scale of human prehistory.
- To find out about early humans and the Palaeolithic, Mesolithic & Neolithic periods of the Stone Age.
- To find out about how people lived in the Bronze & Iron Ages.
- To understand importance of archaeology
- To make inferences and deductions from artefacts and pictures about life in the past

## Computing/ICT

- Design and write a program that achieves a specific goal
- Understand and use variables in programming and 'if/else' statements
- Assess and debug code to correct where the outcome is incorrect
- Use repetition to simplify code

## Art & DT

- Produce art using a range of materials
- Design and create a stone age cave painting
- Create a 3D sculpture of Stonehenge
- Produce posters to show understanding of deforestation

Topic Planner – Spring  
Year 3/4  
Mrs Harrison

## Geography

- Use maps, atlases, globes to locate countries and describe features and climate zones
- To understand that the food we eat comes from many different places around the world.
- Use geographical terms with accuracy
- To know how land in temperate, Mediterranean & tropical climate zones is used to produce food.
- How land in tropical biomes is changes for increased food production
- Understand the concept of 'food miles' and trade links in the UK

## Maths

- Multiplication & Division
- Measurement: length, perimeter & area
- Fractions
- Decimals

## PE

- Yoga
- Invasion games

## Science

- Identifying differences, similarities or changes
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

## Sound

- Identify how sounds are made, associating some of them with something vibrating
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

## 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 or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## Music

- Use their voices expressively and creatively by singing songs
- Listen to and appraise different types of music
- To use instruments to enhance their performances