



'Born in the USA'

Spring Term

Year Groups 3 & 4

Curriculum Year B

Born in the USA!
(Year 3 & 4)

Spring term 2014-2015
Year B

Brief Overview

Geographical focus on the United States of America. Develop understanding of locations of the world's most significant human and physical features.

Science

- See subject coordinators overview for each year group.

Art and design

- Painting – American painters – Jackson Pollock, Andy Warhol, Georgia O'Keefe, Jasper Johns
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
- Mix colours effectively
- Use watercolour paint to produce washes for backgrounds then add detail
- Experiment with creating mood with colour
- Replicate some of techniques used by artists, artisans and designers
- Create original pieces that are influenced by studies of others
- Digital Media – Create images, video and sound recordings and explain why they were created

Computing

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and Technology

Designing and Planning

- Investigate similar products to the one to be made to give starting points for a Design.
- Draw/sketch products to help analyse and understand how products are made.
- Think ahead about the order of their work and decide upon tools and materials.
- Plan a sequence of actions to make a product.
- Record the plan by drawing (labelled sketches) or writing.
- Develop more than one design or adaptation of an initial design.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Add notes to drawings to help explanations

Skill – Materials/Structures

- Measure, mark and cut out using centimetres accurately.
- Use a range of tools appropriately including a hand drill (with supervision).
- Use sand paper to smooth edges.
- Create shell or frame structures, strengthen frames with diagonal struts
- Measure and mark square selection, strip and dowel accordingly to 1cm
- Know how materials are combined to create more useful properties.
- I understand that 3D structures can be constructed from nets.

Skill – Electricals

- Incorporate a circuit with a bulb or buzzer into a model
- Use crocodile clips to join components.
- Use pins to secure fasteners.
- Use a screwdriver to connect wires in a circuit.
- Apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on / off torch.
- Find a fault in a simple circuit and correct it.

Skill – Textiles

- Understand seam allowance
- Join fabrics using running stitch, over sewing, back stitch
- Explore fastenings and recreate some e.g. sew on buttons and make loops
- Prototype a product using J cloths
- Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)
- Create a simple pattern
- Understand the need for patterns
- Use scissors to cut straight lines, corners and curves in felt, cotton, etc.
- Measure more accurately in centimetres.
- Learning how to start and finish stitches.

Skill – Food technology

- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel
- Analyse the taste, texture, smell and appearance of a range of foods
- Follow instructions
- Make healthy eating choices from and understanding of a balanced diet
- Join and combine a range of ingredients e.g. snack foods
- Measure and weigh ingredients appropriately
- Understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.
- Use scales to measure materials more accurately.
- Measure liquids more accurately.

Evaluating processes and products

- Identify where evaluation of the process could lead to improvement.
- Identify the strengths and weaknesses of their design ideas
- Decide which design idea to develop
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.

Geography

- Use maps, atlases, globes and digital/computer mapping to locate the world's countries, focusing on the Americas.
- Use a range of resources to identify the key physical and human features of a location
- Ask and answer geographical questions about the physical and human characteristics of a location
- Explain own views about locations, giving reasons
- Describe geographical similarities and differences between countries
- Use 8 points of compass, four figure grid reference, symbols and keys
- Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links.
- Use fieldwork to observe, measure and record

History

- Describe different accounts of a historical event explaining some of the reasons why the accounts differ
- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children
- Place events, artefacts and historical figures on a time line using dates
- Understand the concept of change over time, represent this along with evidence, on a timeline
- Use dates and terms to describe events
- 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
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Languages

- Understand a range of spoken phrases
- Understand standard language
- Answer simple questions and give basic information.
- Give responses to questions about everyday events
- Pronounce words showing knowledge of sound patterns.
- Read out loud everyday words and phrases.
- Use phonic knowledge to read words.
- 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
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Music

- Play notes on an instrument with care so that they are clear
- Perform with control and awareness of others
- Compose and perform melodic songs
- Use sounds to create abstract effects
- Create repeated patterns with a range of instruments
- Create accompaniment for tunes
- Use drones as accompaniment
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Physical Education

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. (Year 3 and 4 LCP Net/Wall games 1 leading to tennis. LCP Striking and Fielding games 1 leading to cricket and Tri Golf)
- Develop flexibility, strength, technique, control and balance. (Year 3 LCP Gymnastics 3 and Year 4 LCP Gymnastics 4 leading to competition)

Religious Education

Year 3

Spring 1 – Islam

- Allah – The Islamic name for the One True God - Names of Allah
- Descriptions of God
- Prophet Muhammad & the five pillars

Spring 2 - Christianity

- The Church – Role of Ministers/Priests/Bishop
- Visit to Cathedral & non-conformist church – compare & contrast
- Sundays (in depth) – range & types of services/masses from different traditions
- Easter – Religious art

Year 4

Spring 1 - Islam

- Allah is the Creator
- Allah provides all good things
- Shahhadah – a statement of faith
- Stories from the life of Prophet Muhammad (pbuh)

Spring 2 – Christianity

- Understanding God through Jesus' teaching in Parables: e.g. Friend at midnight, Pharisee & collector, Parable of Unjust Judge
- Easter – Symbolism Celebration around the world

SEAL

- Spring 1- Going for Goals
- Spring 2- Good to be Me

Enhancement opportunities (visits, visitors, residential etc.)

- Year 4 Tattenhall OEC Residential

Writing opportunities

- Advert – holiday brochure
- Persuasive writing
- Film advert
- Movie review
- Dilemmas – American Indians
- Traditional stories

Maths opportunities

- Distances – measures
- Time zones
- Area
- Perimeter
- Data handling – compare climate / population etc.

Personal Development (to achieve by the end of year 4)

To try new things

- Try new things when encouraged.
- Enjoy new experiences.
- Join clubs or groups.
- Talk about new experiences with others.

To work hard

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.

To concentrate

- Focus on activities.
- 'Tune out' some distractions.
- Search for methods to help with concentration.
- Develop areas of deep interest.

To push themselves

- 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.

To imagine

- Begin to enjoy having new ideas.
- Show some enthusiasm for the ideas of others.
- Ask some questions in order to develop ideas.
- Show enjoyment in trying out some ideas.

To improve

- Share with others a number of positive features of own efforts.
- Identify a few areas for improvement.
- Attempt to make improvements.

To understand others

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

To not give up

- Find alternative ways if the first attempt does not work.
- Bounce back after a disappointment or failure.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

Communication (to achieve by the end of year 4)

To listen carefully and understand

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.
- Understand the meaning of some phrases beyond the literal interpretation.

To develop a wide and interesting vocabulary

- Use time, size and other measurements to quantify.
- Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

To speak with clarity

- Use verbs with irregular endings.
- Use a mixture of sentence lengths to add interest to discussions and explanations.
- Use intonation to emphasise grammar and punctuation when reading aloud.

To tell stories with structure

- Bring stories to life with expression and intonation.
- Read the audience to know when to add detail and when to leave it out.

To hold conversations and debates

- Make relevant comments or ask questions in a discussion or a debate.
- Seek clarification by actively seeking to understand others' points of view.
- Respectfully challenge opinions or points, offering an alternative.