

Foundation Subjects - Years 3 and 4

History		Geography	
<p><u>Investigating and interpreting the past</u></p> <ul style="list-style-type: none"> - Use evidence to ask questions and find answers to questions about the past, noting similarities and differences. - Suggest suitable sources of evidence for historical enquiries. - 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. - Suggest causes and consequences of some of the main events and changes in history. <p><u>Building an overview of World history</u></p> <ul style="list-style-type: none"> - Describe changes that have happened in the locality of the school throughout history. - Give a broad overview of life in Britain from ancient until medieval times. - Compare some of the times studied with those of other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>Understanding chronology</u></p> <ul style="list-style-type: none"> - 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: British, local and international. <p><u>Communicating historically</u></p> <ul style="list-style-type: none"> - Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 		<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe, concentrating on key physical and human characteristics, countries and major cities. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Identify the position of the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - Ask and answer geographical questions about the physical and human characteristics of a location. - Understand some of the reasons for geographical similarities and differences through the study of human and physical geography of a region of the UK and a European country. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Describe and understand physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	
Music		Art	
<p><u>Performing</u></p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Sing from memory with accurate pitch. - Sing in tune. - Maintain a simple part within a group. - Pronounce words within a song clearly. - Play notes on an instrument with care so that they are clear. - Perform with control and awareness of others. <p><u>Composing</u></p> <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using pitch, duration, dynamics, tempo, timbre, texture and structure. - Create repeated patterns with a range of instruments. - Create accompaniments for tunes. - Use digital technologies to compose pieces of music. 		<p><u>Transcribing music</u></p> <ul style="list-style-type: none"> - Use and understand staff and other musical notations. - Devise non-standard symbols to indicate when to play and rest. - Recognise the notes EGBDF and FACE on the musical staff. - Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <p><u>Describing music</u></p> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. <p>- Use the terms: duration, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>- Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>- Understand layers of sounds and discuss their effect on mood and feelings.</p>	
		<p><u>Painting</u></p> <ul style="list-style-type: none"> - 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. <p><u>Collage</u></p> <ul style="list-style-type: none"> - Select and arrange materials for a striking effect. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> - Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). - Include texture that conveys feelings, expression or movement. - Use clay and other mouldable materials. 	
		<p>- Know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> - Replicate some of the techniques used by notable artists, artisans and designers. - Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p><u>Developing ideas</u></p> <ul style="list-style-type: none"> - Adapt and refine ideas as they progress. <p><u>Mastering techniques</u></p> <ul style="list-style-type: none"> - Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint and clay). 	
		<ul style="list-style-type: none"> - Describe key aspects of Human geography, including settlements and land use. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - Use field work to observe, measure, record and present, the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <ul style="list-style-type: none"> - Describe geographical similarities and differences between countries. 	
Computing		DT	

<ul style="list-style-type: none"> - To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (Carry on Hopscotch. Purple Mash “2Code”) - To use search technologies effectively and safely. - To understand computer networks including the internet; how they can provide multiple services, such as the world wide web. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Prepare ingredients hygienically using appropriate utensils. - Measure ingredients to the nearest gram accurately. - Follow a recipe. <p>Design</p> <ul style="list-style-type: none"> - Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and computer-aided design. - Disassemble products to understand how they work. <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks (eg. cutting, shaping, joining and finishing) - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> - Cut materials accurately and safely by selecting appropriate tools. - 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. <p>Evaluate</p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work as their work progresses. - Improve upon existing designs, giving reasons for choices. <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to repair, strengthen, stiffen and reinforce more complex structures. - Understand forces to help choose appropriate mechanical systems in their products (eg. gears, pulleys and levers). - Understand and use electrical systems in their products (eg. series circuits incorporating switches, bulbs and buzzers). - Apply their understanding of computing to program and control their products.
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PE	MFL
<p>Games</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. <p>Dance</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. 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. <p>Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. 	<p>Reading</p> <ul style="list-style-type: none"> Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words. <p>Writing</p> <ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable <p>Speaking</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. <p>Understanding culture</p> <ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.