

<u>Stone Age/Water</u>	
Spring	
Numeracy	See Numeracy planning
Literacy	See Med term plan
Science	<p><i>Y4-Sound</i></p> <ul style="list-style-type: none"> ● observe and name a variety of sources of sound, noticing that we hear with our ears ● identify how sounds are made, associating some of them with something vibrating ● recognise that sounds get fainter as the distance from find patterns between the pitch of a sound and features of the object that produced it ● the sound source increases ● find patterns between the volume of a sound and the strength of the vibrations that produced it. <p><i>Y3-Light</i></p> <ul style="list-style-type: none"> ● observe and name a variety of sources of light, including electric lights, flames and the Sun, ● explaining that we see things because light travels from them to our eyes ● notice that light is reflected from surfaces ● associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.
RE/PSHE	<ul style="list-style-type: none"> ● What does the Easter story tell us about hope and despair? (see planning for details) ● Getting on and falling out (See SEAL planning)
Humanities	<ul style="list-style-type: none"> ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Art/Design and Technology	<ul style="list-style-type: none"> ● 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
Computing	<ul style="list-style-type: none"> ● Collect and enter data into a prepared database format. ● Use search and sort tools to answer questions in the database. ● Input data into a spreadsheet in an organised way: knowing the vocabulary field, row, column and table. ● Know how to produce graphs from the data. ● Answer more complex questions from the data e.g. totals, differences.