

Class 2 Curriculum Spring Sequence - Year 3 and Year 4

Summer Term 1 2022—Myths and Legends



ART

Prior knowledge - KS1 to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

INTENT

Children will be taught how to sketch their interpretation of the Iron Man and to tone and shade. To use recycled materials to create their interpretation of the Iron Man. To review their initial drawings and their use of colour of their interpretation of the Iron Man. To use this colour scheme on their Iron Man.

Sequence of lessons:

1. To listen carefully to interpret the written description of the Iron Man.
To sketch the Iron Man using drawing techniques.
To colour using tone and shading.
2. To create a sculpture of their interpretation of the Iron Man using recycled materials.
To consider construction, shape and texture.
3. To paint their Iron Man to look like their interpretation.
To consider and explain their use of colour.
4. To evaluate their sculpture against their initial interpretation and stimulus.
To explain differences.
To explain likes and dislikes.

Outcome/composite: Children will interpret the written description of the Iron Man and create a sketch of the Iron Man using drawing techniques, tone and shading. To create a sculpture of their interpretation of the Iron Man using recycled materials, considering construction, shape and texture. To exhibit their work and display it on the School's website.

SCIENCE

Prior knowledge KS1—asking simple questions, making observations and taking measurements

INTENT

Children will be taught how to make circuits, changes that can be made to circuits and the effect this has and investigate what makes a good conductor of electricity.

Sequence of lessons:

1. To identify common appliances and whether the run on mains or battery power.
2. To construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.
3. To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
4. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
5. To recognise some common conductors and insulators, and associate metals with being good conductors

Outcome/composite : Apply skills learnt during science week when making an Iron Man robot mask, with light up body parts.

PE

Prior knowledge KS1—participate in team games, developing simple tactics for attacking and defending

INTENT

Children will learn footwork skills for hockey and how to hold a hockey stick. Control, dribble and move a ball and puck.

Sequence of lessons:

1. To be able to dribble using a hockey stick.
2. To be able to accurately pass a ball with a hockey stick.
3. To be able to pass the ball whilst moving and to be able to shoot.
4. To be able to tackle correctly and to understand how to defend in hockey.
5. To understand how to attack in hockey.
6. To be able to play as part of a team in hockey.

Outcome/composite: Apply skills learnt in small 3 vs 3 matches.

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DT

Children have completed the process of design, make and evaluate in each year group with developing complexity.

INTENT

Know how to use appropriate food equipment and utensils to prepare and combine food.

Know about a range of fresh and processed ingredients.

Know and use relevant technical and sensory vocabulary appropriately.

Sequence of lessons:

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Outcome/composite:

Making a vegetarian dish from Cook school food box ingredients to celebrate national vegetarian week.

PSHE—VIPs

Prior knowledge—Knowing who special people in their lives are, describe what makes a good friend and talk about the importance of families.

INTENT

To focus on relationships they have with VIPs, looking at friendships, how they are formed and maintained and the qualities of a good friend. Thinking about disputes and bullying and will address strategies for coping with each of these.

Sequence of lessons:

1. To explain the importance of respecting VIPs.
2. To explain how to make and keep fabulous friends.
3. To identify my own support network.
4. To demonstrate strategies for resolving conflicts.
5. To identify what bullying is.
6. To demonstrate I know what to do if someone is being bullied.

Outcome/composite:

Create a poster on being a good friend and anti bullying.

MUSIC

Prior learning KS1—
play tuned and untuned instruments musically

INTENT

To be able to perform songs using different chords on the ukulele.

Sequence of lessons:

1. Learn the parts of a Ukueles, learn the 'C' Chord, play songs using the 'C' Chord, identify when the ukulele is in tune.
2. Recap C chord and play in songs. Learn G7 chord, finger placement.
3. Learn songs with C and G7 chord, practise switching between the two chords. Introduce F chord.
4. Learn songs with C, G7 and F chord, practise finger placement for switching between these chords. Performing in small groups.
5. New songs are introduced with current chords. Learning new chords of Dm, C7 and Am.
6. A few session fine tuning all of the skills learnt for a final performance. Children will also play the notation game with rhythm cards in each session.

Outcome: Perform to an audience a variety of the songs learnt on the Ukulele.