

**GEOGRAPHY**

Name and locate the countries of Europe and identify their main physical and human characteristics. Explain own views about locations, giving reasons

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Use a range of resources to identify the key physical and human features of a location.

Describe geographical similarities and difference between countries

Name and locate the date and time zone.

Describe key aspects of human geography, including: settlements and land use.

Describe key aspects of physical geography: River, mountains, water cycle.

**EUROVISION: TOPIC STATEMENT**

We will learn more about the continent our country is a part of. We will look at key physical and human features of Europe. We will discover how exploration builds knowledge and understanding of the world we live in.

**POSSIBILITIES**

What does a good team look like?  
(Europe v Brexit. Allies)

**ENQUIRY**

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

Can you test your memory power? (power)

Can you explore like Marco Polo?

What do we do with our newly discovered knowledge?  
(discover)

**HOOK**

Revise topic books from rec-Y3. Quiz.

**WOW**

Europe Exhibition

**SIGNIFICANT PERSON/EVENT/PLACE**

Europe/ Marco Polo

**SUGGESTED VOCABULARY**

- Democracy
- City
- Explorer
- Cartographer
- Reflection
- Relief map
- Vibrate
- Shadow
- Route

## LANGUAGES

**FRENCH****WRITE IMAGINATIVELY**

This concept involves using key vocabulary and phrases to write ideas

Write a few short sentences using familiar expressions.

Express personal experiences and responses.

Write short phrases from memory with spelling that is readily understandable.

## HISTORY

Describe the changes that have happened in the locality of the school throughout history.

## COMPUTING

**TO CONNECT**

Contribute to blogs that are moderated by teachers.

Give examples of the risks posed by online communications

Understand that comments made online that are hurtful or offensive are the same as bullying.

## D.T

**TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY**

Improve upon existing designs, giving reasons for choices.

**TO DESIGN, MAKE, EVALUATE AND IMPROVE**

Design with purpose by identifying opportunities to design

Use software to design and represent product designs

**TO MASTER PRACTICAL SKILLS FOOD**

Prepare ingredients hygienically using appropriate utensils.

Measure ingredients to the nearest gram accurately.

Follow a recipe.

Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

## ART

**TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)**

Replicate some of the techniques used by notable artists, artisans and designers.

**TO DEVELOP IDEAS**

Comment on artworks using visual language. Explore ideas in a variety of ways.

**MASTER TECHNIQUES PAINTING**

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.

**COLLAGE**

Select and arrange materials for a striking effect.

Ensure work is precise.

Use coiling, overlapping, tessellation, mosaic and montage.

**DIGITAL MEDIA**

Create images, video and sound recordings and explain why they were created.

## MUSIC

**TO PERFORM**

Sing from memory with accurate pitch. Sing in tune.

Maintain a simple part within a group. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.

**TO COMPOSE**

Use sound to create abstract effects.

Choose, order, combine and control sounds to create an effect.

Use digital technologies to compose pieces of music

**TO TRANSCRIBE**

Recognise the notes EGBDF and FACE on the musical staff.

**TO DESCRIBE MUSIC**

Understand layers of sounds and discuss their effect on mood and feelings.

## R.E

**GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB LEADER DIRECTION**

Give good reasons for the views they have and the connections they make

Identify some differences in how people put their beliefs into action

Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live

## P.S.C.H.E

**CAMBRIDGESHIRE SCHEME SEE SUB LEADER DIRECTION****YEAR 3**

Citizenship: Citizenship 1. Rules and rights, Understanding and practising democracy

Citizenship: Citizenship 2 Me in my community, Similarities and differences

**YEAR 4**

Healthy and safer lifestyles: World of drugs 1: Drugs and their uses

Healthy and safer lifestyles: World of drugs 2: Keeping healthy, Identifying and reducing risk