



Key Learning Overview;-

Science-Children will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird as well as the life process of reproduction in some plants and animals. They will also observe animals and plants in our local environment.

Art- Children will investigate the work of abstract painters such as Pollock and Kandinsky as well as focussing on the use of texture in paintings. They will then create their own textured painting inspired by the sea.

Music- Children will consider the use of music for a purpose with a particular focus on seaside songs. They will compose their own pieces of music based on poetry using graphic notation.

History- Curriculum enrichment: study of the Titanic. Opening Worlds: The Roman Empire

Geography- Opening Worlds: Population

Writing Opportunities- we will write: a series of autobiographical recounts as passengers onboard the Titanic; newspaper articles recounting the news of the Titanic sinking; a collection of poems on the theme of the sea as well as writing opportunities linked to our class novel e.g letters

Class Novel, key texts and extracts- Class Novel: Tragedy at Sea (Non-Fiction) and the Titanic Detective Agency. Extracts from autobiographical writing e.g Roald Dahl and Bear Grylls and poems on the theme of the sea by a series of poets including: James Reeves, John Masefield and Henry Wadsworth Longfellow.

Curriculum Shapers

- Be Curious: ask questions to challenge their learning and experience a sense of awe and wonder
- Be Knowledgeable: nurture a thirst for knowledge and apply cross-curricular skill, particularly during our 'Titanic Theme Day'
- Be Adventurous: work practically and develop problem solving skills in Science
- Be Ambitious: see possibilities and strive for improvement
- Be Creative: question 'what if' and 'why not' and develop creative skills within our art unit
- Be Collaborative: working as a team during scientific investigations
- Be Reflective: develop reasoning skills
- Be Positive: be listened to and develop own opinions

Key Questions

- What is the difference between a reversible and irreversible change and what examples are there of each?
- What investigations can we plan to test materials?
- How do abstract artists create textured paintings? What materials do they use?
- How do the styles of different abstract artists compare to one another?
- What is graphic notation?
- How do composers create music to suit a mood or purpose?
- When and how did the Titanic sink?
- What are historical sources?
- Which types of sources are more reliable than others?

Key Skills Coverage - Art

Prior Knowledge

- Year 1/2: Self-portraits: drawing and painting in a range of medias, developing into digital art
- Year 1/2: Printmaking
- Year 1/2: Drawings and paintings of the local area
- Year 3/4: Still life- colour mixing
- Year 3/4: Printmaking: rotating and translated
- Year 3/4: Drawing and painting based on water- Monet

Key Skills

Drawing

Lines, Marks, Tone, Form and Texture

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.

Start to develop their own style using tonal contrast and mixed media.

Painting

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

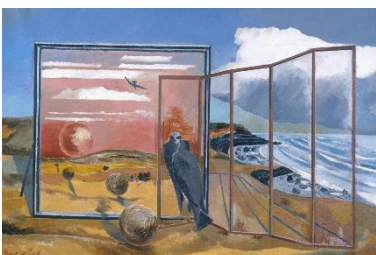
Colour

- Mix and match colours to create atmosphere and light effects.

Be able to identify and work with complementary and contrasting colours.

- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Show an awareness of how paintings are created i.e. Composition.



Turner and Paul Nash



Prior Knowledge

- Year 1/2: Animal and plants structure
- Year 1/2: Living things in their habitats
- Year 1/2: Plant Growth
- Year 3/4: The skeleton
- Year 3/4: Habitats- grouping and classifying
- Year 3/4: Plants- function and growth
- Year 3: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Flowers attract insects to aid pollination.
- Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind.
- Fertilisation occurs in the ovary of the flower.
- Seeds are formed as a result of fertilisation
- Recognise that animals are alive; they move, feed, grow, use their senses and reproduce.

Key Scientific Skills

- Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.
- Describe the life process of reproduction in some plants and animals.
- Describe the difference in the life cycle of a mammal, amphibian and a bird.
- Know the different types of reproduction: sexual and asexual.
- Observe and compare the life cycles of plants and animals in the local environment and around the world.
- Grow new plants from different parts of the parent plant.
- Observe changes in an animal over time.
- Compare how different animals reproduce and grow.



Key Vocabulary

- Life Cycle** - the series of changes that an animal or plant goes through from life to death
- Reproduction**- when an animal or plant produces one or more offspring similar to itself
- Embryo**- an unborn animal or human in the early stages of development
- Cell**- the smallest part of an animal or plant that is able to function independently
- Fertilisation**- male and female gametes meet to form an embryo or seed
- Gamete**- the name for the two types of male and female that join together during reproduction
- Stamen**- the pollen producing part of the plant
- Anther**- the part of the stamen that produces pollen
- Flower**- part of the plant at the end of the stem which is often brightly coloured
- Ovary**- a female organ which produces an egg
- Stigma**- the top of the plant that receives the pollen
- Pollen**- fine dust produced by plants

Key Skills Coverage - Music

Prior Knowledge

- Year 1/2: Self-portraits: chants and rhymes
- Year 1/2: Listening: music for a purpose
- Year 1/2: Musical patterns
- Year 1/2: Exploring how sounds can be made in different ways
- Year 3/4: Performance skills
- Year 3/4: Musical patterns for dance
- Year 3/4: Music using electronics
- Year 3/4: Music from other cultures

Key Musical Skills

- Practise, rehearse and present performances with an awareness of the audience.
- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures
- Analyse and compare sounds.
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Use and understand staff and other musical notations.

Musical Elements

- Pitch: Identify short phrases and long phrases, prominent melody patterns in a piece of music, improvise a melodic patterns and melodies.
- Duration: Perform rhythmic patterns and ostinato, identify a silence in a rhythmic pattern with a gesture, indicate strong and weak beats through movements and recognise a metre.
- Dynamics: Recognise crescendo, diminuendo assess the appropriateness of dynamic.
- Tempo: Identify the differences between fast and slow tempos and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
- Timbre: Identify groupings of instruments and recognise the instruments heard in a piece of music.
- Texture: Understand how the texture might vary in a song.

Key Vocabulary

bar - a regular section on a staff, separated by vertical lines. Contains the beats

beat- unit of rhythm

clef - a symbol on written music, defining what pitch to play the note

crescendo - getting louder

decrescendo - getting quieter

dynamics - how loud or quiet a piece of music is

forte - loud











pulse - the constant beat in a piece of music

rest - moment when a note is not played for a defined length of time

rhythm - structured groups of accented and unaccented beats

staff - five horizontal lines on which notes are written

tempo - speed of a piece

ITEM	NOTE	REST	VALUE (number of beats)
Whole note/rest			4
Half note/rest			2
Quarter note/rest			1
Eighth note/rest			1/2
Sixteenth note/rest			1/4

Key Skills Coverage - History

Prior Knowledge

- Year 1/2: A study of events beyond living memory- The Great Fire of London
- Year 1/2: A study of significant people including Christopher Columbus
- Year 1/2: Comparative study-The seaside then and now
- Year 3/4: A theme in British History- the Great Plague
- Year 3/4:A Study of Ancient Egypt
- Year 3/4:Roman Britain
- Year 3/4: Ancient Britain- the Stone Age

Key Skills

Chronology

- Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts

Events, People and Changes

- Establishing a narrative showing connections and trends within and across periods of study.

Enquiry, Interpretation and Sources

- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.

