

GLOBAL CITIZENS – SYCAMORE CLASS – SPRING 2020

Science	National Curriculum	<p>Year 3 - humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <p>Year 4 - Humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.
	Key Skills	<p>To work scientifically</p> <ul style="list-style-type: none"> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. <p>Humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.
Geography	National Curriculum	<p>Comparative Study</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>The World</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Key Skills	<p>Investigate Patterns</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. <p>Investigate Places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. 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. Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use.
History	National Curriculum	<p>Stone Age - Iron Age</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture
	Key Skills	<p>Investigate and Interpret the past</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 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>Understand Chronology</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. <p>Build An Overview Of World History</p> <ul style="list-style-type: none"> 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.

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Art	National Curriculum	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, with a range of materials, particularly painting. About great artists, architects and designers in history.
	Key Skills	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <p>To master techniques - Painting</p> <ul style="list-style-type: none"> Explore ideas in a variety of ways. Comment on artworks using visual language. 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. <p>To master techniques - Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Experiment with creating mood with colour. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.
D.T.	National Curriculum	<p>Structures</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
	Key Skills	<p>Master practical skills - Materials and Construction</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. 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. Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. <p>Design, Make, Evaluate, Improve</p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs. <p>Take Inspiration From Design Throughout History</p> <ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.
Computing	National Curriculum	Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
	Key Skills	<p>To Connect</p> <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. <p>To Communicate</p> <ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
Music	National Curriculum	
	Key Skills	