

Greenfields Community Primary School

CROSS CURRICULAR PLANNING ~ KEY KNOWLEDGE / SKILLS / UNDERSTANDING IN FOUNDATION SUBJECTS

Subject		Year 3	Year 4
History	Chronological Understanding	<ul style="list-style-type: none"> Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century) Use a timeline within a specific time in history to set out the order things may have happened 	<ul style="list-style-type: none"> Plot recent history on a timeline using centuries
	Knowledge & Interpretation	<ul style="list-style-type: none"> Name any of the different groups who have invaded Britain over time Describe how wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences 	<ul style="list-style-type: none"> Give examples from the past of how the lives of wealthy people were very different from those of poor people Explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past Explain how events from the past have helped shape our lives today
	Historical Enquiry	<ul style="list-style-type: none"> Use their 'information finding' skills and various sources of evidence to help they write about historical information Research similarities and differences between given periods in history 	<ul style="list-style-type: none"> Research two versions of the same event in history and give reasons why they are different Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings
Geography	Geographical Enquiry	<ul style="list-style-type: none"> Use the correct geographical words to describe the main land uses in places that they have studied Use maps and atlases appropriately by using contents and indexes, plot NSEW on a map and understand some basic OS map symbols 	<ul style="list-style-type: none"> Find the same place on a globe and in an atlas, and label the same features on an aerial photograph as on a map
	Physical Geography	<ul style="list-style-type: none"> Describe key physical features in a locality (e.g. climate zones, rivers, mountains, volcanoes and earthquakes) 	<ul style="list-style-type: none"> Research the identifying physical characteristics of particular geographical regions (e.g. the main physical differences between cities and villages)
	Human Geography	<ul style="list-style-type: none"> Explain the effect that weather has on people and places (e.g. how the lives of people living in the Mediterranean would be different from their own) Describe the impact of key aspects of physical geography on the people who live near them 	<ul style="list-style-type: none"> Research the identifying human characteristics of geographical regions (e.g. how a locality has changed over time with reference to people) Explain why people may choose to live in a particular place, referring to main land uses in different areas and the effect of climate on human activity
	Geographical Knowledge	<ul style="list-style-type: none"> Name and locate the capital cities of neighbouring European countries 	<ul style="list-style-type: none"> Name some major cities in the UK and locate them on a map Name and locate the countries that make up the European Union and the main islands that surround the UK
Art	Drawing & Painting	<ul style="list-style-type: none"> Make sketches, using different grades of pencil to show different tones and textures, and then use those sketches to produce a final piece of work Use a range of brushes to create different effects (e.g. a background wash) 	<ul style="list-style-type: none"> Use marks and lines to show different tones and textures Show facial expressions and body language in their drawings and paintings
	Printing, 3D, Textiles & Collage	<ul style="list-style-type: none"> Use printed images taken with a digital camera and combine them with other media to produce a collage or montage 	<ul style="list-style-type: none"> Design and make something in 3D form, sculpting mouldable materials or using textiles and sewing skills
	Sketch books	<ul style="list-style-type: none"> Use their sketch book to make notes about techniques used by artists and to describe likes and dislikes 	<ul style="list-style-type: none"> Use their sketch book to experiment with different styles used by artists and express their feelings about various subjects
	Use of IT	<ul style="list-style-type: none"> Use IT programs to create a piece of work that includes their own work and that of others 	<ul style="list-style-type: none"> Create a piece of art work that includes the integration of digital images they have taken
	Knowledge	<ul style="list-style-type: none"> Compare the work of artists from different cultures and other periods in time 	<ul style="list-style-type: none"> Experiment with different styles that artists have used
Music	Performing	<ul style="list-style-type: none"> Sing a tune with expression play clear notes on an instrument 	<ul style="list-style-type: none"> Perform a simple part rhythmically Sing songs with accurate pitch
	Composing	<ul style="list-style-type: none"> Create accompaniments for tunes with different instruments using repeated patterns Combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> Use standard notation to record and interpret sequences of pitches Explain the place of silences and say what effect they have
	Appraising	<ul style="list-style-type: none"> Use musical words to describe a piece of music and compositions Recognise at least one famous composer's work and say what they think about it 	<ul style="list-style-type: none"> Describe and identify the different purposes of music Start to identify the character of a piece of music (e.g. Beethoven or Mozart)

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DT	Designing	<ul style="list-style-type: none"> Put together a step-by-step plan that meets a range of requirements, showing what equipment and tools they need 	<ul style="list-style-type: none"> Produce a plan to improve a product, saying what was good and not so good about the original design
	Making	<ul style="list-style-type: none"> Use equipment safely and work accurately 	<ul style="list-style-type: none"> Describe how to use a range of tools and equipment to be both hygienic and safe
	Evaluating	<ul style="list-style-type: none"> Say what they could change to make their design even better 	<ul style="list-style-type: none"> Evaluate their product and explain how they can improve their original design, thinking of both appearance and the way it works
	Technical Knowledge	<ul style="list-style-type: none"> Strengthen, stiffen or reinforce a particular structure Use mechanical systems (e.g. gears, pulleys, cams, levers and linkages) or electrical systems (e.g. series circuits incorporating switches, bulbs, buzzers and motors) in their products (using computing to programme, monitor or control the product if appropriate) Cook a healthy seasonal dish 	<ul style="list-style-type: none"> Show someone how to strengthen, stiffen or reinforce a particular structure Show someone how to use mechanical systems (e.g. gears, pulleys, cams, levers and linkages) or electrical systems (e.g. series circuits incorporating switches, bulbs, buzzers and motors) in their products (using computing to programme, monitor or control the product if appropriate) Cook a variety of healthy savoury dishes, using a range of cooking techniques
Computing	Algorithms & Programs	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals 	<ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts
	Data Retrieving & Organising	<ul style="list-style-type: none"> Use photo editing software (e.g. to crop photos or add effects) and manipulate sound (e.g. to add a simple recording to a story board) 	<ul style="list-style-type: none"> Copy graphics from a range of sources (e.g. camera, webcam, screen capture, scanner, visualiser or internet) and paste into a desktop publishing program
	Communicating	<ul style="list-style-type: none"> Send an e-mail to a school address with an attachment 	<ul style="list-style-type: none"> Word process a document to send to their teacher, showing that they can use different tools (e.g. underline, spell check, bullets or numbering, word count etc.)
	Using the Internet	<ul style="list-style-type: none"> Search for an image or piece of text, then copy and paste it into a document 	<ul style="list-style-type: none"> Use a search engine to research a specific subject and use tabbed browsing to open two or more web pages at the same time
	Databases	<ul style="list-style-type: none"> Input data into a prepared database, then sort and search the database to answer simple questions 	<ul style="list-style-type: none"> Enter data into a database, highlight specific cells, rows or columns and make bar charts to show results
	Presentation	<ul style="list-style-type: none"> Combine text, images and sounds to create a presentation that moves from slide to slide and is aimed at a specific audience 	<ul style="list-style-type: none"> Create a presentation involving sound recordings, that moves from slide to slide and is aimed at a specific audience
PE Dance Games Gymnastics Athletics Y3 Swimming Outdoor & Adventurous	Acquiring & Developing Skills	<ul style="list-style-type: none"> Swim competently and proficiently over a distance of at least 25 metres 	<ul style="list-style-type: none"> Select skills, actions and ideas appropriately, using them with clear co-ordination and control
	Selecting and Applying	<ul style="list-style-type: none"> Adapt simple tactics and rules to a variety of games 	<ul style="list-style-type: none"> Make up their own small-sided game Keep or adapt rules and tactics in a range of game situations
	Evaluating & Improving	<ul style="list-style-type: none"> Recognise how performances are similar or different Recognise how performances could be improved 	<ul style="list-style-type: none"> Explain how their work is similar and different from that of others and then use their comparison to improve their work
	Health & Fitness	<ul style="list-style-type: none"> Explain why warming up is important Identify some muscle groups used in gymnastic activities 	<ul style="list-style-type: none"> Explain why it is important to warm-up and cool-down Explain why keeping fit is good for their health
Languages	Listening & Responding	<ul style="list-style-type: none"> Understand short passages made up of familiar language 	<ul style="list-style-type: none"> Understand instructions, messages and dialogues within short passages Identify and note the main points and give a personal response on a passage
	Speaking	<ul style="list-style-type: none"> Have a short conversation Substitute items of vocabulary to vary questions or statements 	<ul style="list-style-type: none"> Use short phrases to give a personal response in a conversation
	Reading & Responding	<ul style="list-style-type: none"> Read and understand short texts using familiar language 	<ul style="list-style-type: none"> Read a short text, identify the main points and give a personal response Use a bilingual dictionary or glossary to look up new words
	Writing	<ul style="list-style-type: none"> Write 2 or 3 short sentences about a familiar topic Write familiar words from memory 	<ul style="list-style-type: none"> Write about a familiar topic, saying what they like or dislike about it
RE	Learning about religion	<ul style="list-style-type: none"> Retell some facts about different religious beliefs Talk about similarities and differences between religions 	<ul style="list-style-type: none"> Describe how books, places or objects are used in worship or religious festivals Explain why things are so special for worship or religious festivals
	Learning from religion	<ul style="list-style-type: none"> Give their own views and respond sensitively to other people giving theirs Say what influences their life 	<ul style="list-style-type: none"> Understand that there are connections between their and other people's personal experiences Make links between values or responsibilities and own attitudes and behaviour

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PSHE	Self Confidence	<ul style="list-style-type: none"> Recognise their own worth and explain their own views confidently 	<ul style="list-style-type: none"> Explain how our behaviour can have an effect on our friends and identify their own positive qualities
	Citizenship	<ul style="list-style-type: none"> Explain the different kinds of rights and responsibilities within school 	<ul style="list-style-type: none"> Talk about their views and make suggestions about ways to improve the environment
	Healthy, Safe Lifestyles	<ul style="list-style-type: none"> Explain the danger that water can pose to children's safety 	<ul style="list-style-type: none"> Understand healthy bodies need a balanced diet, regular exercise and only the proper use of drugs (medicines)
	Relationships	<ul style="list-style-type: none"> Recognise other people's emotions and feelings and respect them 	<ul style="list-style-type: none"> Understand the value of friendship and show care for people's feelings