

Theme: Earth! Wind! Fire

Subjects: Science, D&T, Geography, History and Music

Year 3 & Year 4 Science					
NC Objective	N.C compare and group materials together according to whether they are solids, liquids or gases.	-Linked to previous NC objective. Skill: N.C setting up simple practical enquiries, comparative and fair tests.	N.C. materials are change state when they are heated or cooled and measure or research the temperature that this happens. - setting up simple practical enquiries, comparative and fair tests.	N.C. setting up simple practical enquiries, comparative and fair tests.	N.C. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Question	An alien has made contact with Y4/3 he doesn't know if these objects are solid, liquid or gas. Show objects. How do you know? How could we check?	Does gas weigh anything?	Present children with a glass of water. Tell them, that before lunch, you had ice-cubes in there but now you have this (water). What's happened to the ice cubes? Where have they gone? -Test	Link to previous lesson – Where does the water from a puddle go when it dries up?	Link to history-romans. Could you be drinking the same water as the romans?

Year 3 & 4 D&T						
NC Objective	N.C. investigate and analyse a range of existing products	N.C. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	N.C. design purposeful, functional, appealing products for themselves and other users based on design criteria	N.C. design purposeful, functional, appealing products for themselves and other users based on design criteria N.C. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded	N.C. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] N.C. select from and use a wide range of materials and components, including	N.C. evaluate their ideas and products against design criteria

				diagrams, prototypes, pattern pieces and computer-aided design	construction materials, textiles and ingredients, according to their characteristic	
Question	What is a Christmas stocking?	How do we join fabric?	How do we make a Christmas stocking look good?	Can I design a Christmas stocking for someone else?	Can I use my design to create my stocking?	What went well? Even better if...

Year 3 and 4 History / Geography					
NC Objective	Develop clear narratives about time periods studied; Select and organise relevant historical information; Select appropriate information from a range of sources to support historical enquiry	Develop clear narratives about time periods studied; Answer questions about change, cause, similarity, difference and significance; Select and organise relevant historical information; Select appropriate information from a range of sources to support historical enquiry	Recall the water cycle and understand its importance to the sustainability of life	Recall the water cycle and understand its importance to the sustainability of life	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK
Question	How was Pompeii discovered?	Why is Pompeii important to Roman history?	Where does our water come from and where does it go?	What happens when we have too much water?	How do you get to the nearest river? (using compass directions)

Year 3 and 4 Music

<p align="center">NC Objective</p>	<p>N.C. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>N.C. use and understand staff and other musical notations N.C. improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>N.C. listen with attention to detail and recall sounds with increasing aural memory N.C. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>N.C. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression N.C. improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>N.C. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression N.C. improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
<p align="center">Question</p>	<p>How do we write and record music? (rhythm and notation)</p>	<p>Which symbols can be used to record a piece of music?</p>	<p>Does music build pictures?</p>	<p>Can we create and perform music to match a video clip?</p>	<p>Can we create and perform music to match a video clip?</p>