

**Theme: Heroes and Villains**

**Subjects: Science, Art/music, Geography and History**

Year 3 & Year 4 Science						
NC Objective	N.C identify the and compare the suitability a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	N.C. notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. N.C. Describe magnets as having poles	N.C. compare how things move on different surfaces	N.C. observe how magnets attract or repel one another and attract some materials and not others	N.C. compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials	N.C. predict whether 2 magnets will attract or repel each other, depending on which poles
Question	Can you classify these materials by their properties?	How do things move?	What is friction?	Which materials are magnetic? How do you know?	Which metals are magnetic?	Why do some magnets not attract?

Year 3 & 4 Art						
NC Objective	N.C. Pupils should be taught about great artists, architects and designers in history.	N.C. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,	N.C. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	N.C. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	N.C. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas N.C. Pupils should be taught about great artists, architects and	N.C. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a

		charcoal, paint, clay]			designers in history.	range of materials [for example, pencil, charcoal, paint, clay] N.C. Pupils should be taught about great artists, architects and designers in history.
Question	How does Henry Moore use colour and marks to create mood?	How can I show that something is far away?	How can I show light and dark?	What does mixed media mean?  How can I use mixed media and mark making to reflect mood?	Can I plan my final piece using the style of Henry Moore?	Can I produce a Henry Moore style piece using mixed media?

Year 3 and 4 History / Geography						
NC Objective	N.C. (Geography) name and locate the world's seven continents and five oceans N.C (Geography) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas N.C. (history) changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	N.C. Develop knowledge of the chronology of significant time periods in British History N.C. Understand how changes in historical periods have contributed to the modern world N.C. a significant turning point in British history, for example, the first railways or the Battle of Britain	N.C. Develop knowledge of the chronology of significant time periods in British History N.C. Understand how changes in historical periods have contributed to the modern world N.C. use historical terms during discussion	N.C. develop clear narratives about time periods studied	N.C. develop clear narratives about time periods studied	N.C. understand how changes in historical periods have contributed to the modern world.

Question	What countries were involved in World War Two?	What factors caused WW2?	When and why did WW2 start?	How did children stay safe during the war?	How did people stay safe during the war?	Why were women's roles during WW2 so significant?
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Year 3 and 4 Music					
NC Objective	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	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	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	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	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
Question	How do we write and record music? (rhythm and notation)	Which symbols can be used to record a piece of music?	Does music build pictures?	Can we create and perform music to match a video clip?	Can we create and perform music to match a video clip?