

History: The History of Hartlepool

A local history study:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.



PHSCE: Law Abiding Citizen:

Rules, the Law and children's rights.

(Oxfam rights of the child activities and United Nations. Compare with a 3rd world country)

Computing: Reliable Research

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

(What can the web tell us about Hartlepool? Create digital content – biography about Ralph Ward Jackson)

Art and Design: Painting Hartlepool

- Pupils should be taught:
- to improve their mastery of art and design techniques – focus on paintings of Hartlepool landmarks.

Geography: Hartlepool vs. Durham

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

(Visit to Durham)

READING

The Hartlepool Monkey

RE. Religious Education

What can we learn about Christian symbols and beliefs by visiting churches

Developing knowledge of Christian worship, differing practices, symbols.

Why is Lent such an important period for Christians?

Developing knowledge of Lent period, connections to the Easter story, Christian symbols and practices today.

Belief, Authority, Expressions of Belief



**TERM 5:
Where the
'Hart' is!**

Science: Light & Sound

Light

Pupils should be taught to:

- Recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change

Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and the features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Working Scientifically:

- reporting on findings from inquires, including oral and written explanations, displays of presentations of results and conclusions.
- pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

(Make a periscope.)

PE:

1. Gymnastics
2. Rounders / Golf
3. Swimming according to timetable.

Pupils should be taught to:

- use throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, rounders and golf), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

**TERM 5:
Non-Theme**

Health and Well-Being
Mental Wellbeing

Rules, the Law and children's rights

French: L'argent de poche (Pocket money)

Focus:

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- describe people, places, things and actions orally and in writing.

Design Technology

I can select from a wider range of materials and components including... ingredients, according to their functional properties and aesthetic qualities.

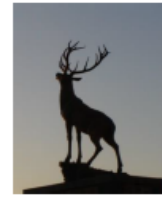
I can select from a wider range tools and equipment to perform practical tasks with some accuracy.

I understand and apply the principles of a healthy and varied diet.

I can prepare and cook a savoury dish using a range of cooking techniques

Music

Music through the decades:
- Developing and understanding of the history of music (1970s to 2000s)



Year 3/4 Term 5 : Where the Hart is! - Theme

Vocabulary		Knowledge
docks	railways	I know the legend of the monkey.
Hartlepool		I can name some of the local historical figures.
coast	Town	I can name some of the local places of interest.
Ralph Ward Jackson Henry Hood St Hilda		I know some of the important events in Hartlepool's history.
Marina	Park	I can explain how Hartlepool's docks have changed.
Elephant Rock		I can explain how Hartlepool's railways have developed.
Heugh battery		
Lighthouse	church	
Borough Hall		
River Wear	Durham	I know the physical features of Durham and Hartlepool
Headland	settlement	I know the approximate population of Durham and Hartlepool.
North East	Location	I know the location of Durham and Hartlepool in the UK
Seaton Carew		
cathedral	Residential	I know that Durham is geographically different from Hartlepool
Leisure	Business	I know the name of the river that runs through Durham
industrial	coastal	



Objectives – History and Geography

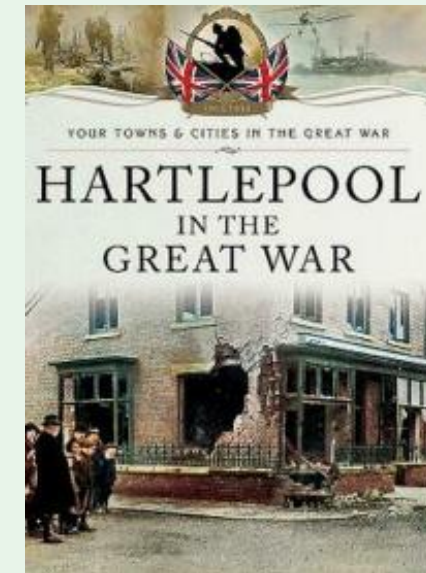
History: The History of Hartlepool

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 a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
 (Visit to the Headland and Historic Quay) Henry Hood, Ralph Ward Jackson.

Geography: Hartlepool vs. Durham

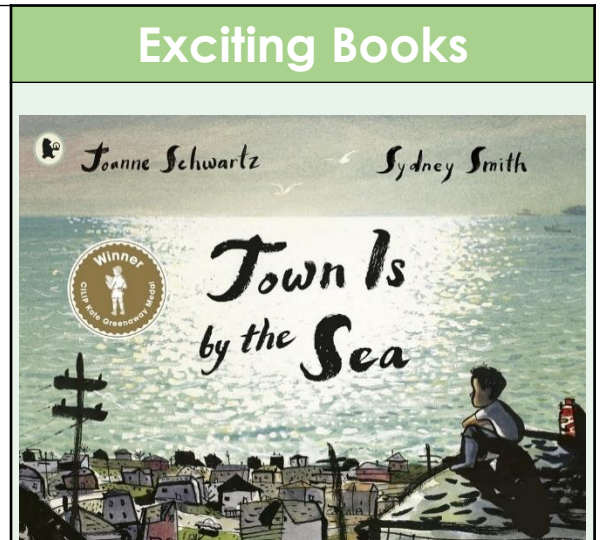
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
 (Visit to Durham)

Exciting Books



Year 3/4 Term 5 : Where the “Hart” is! - Theme

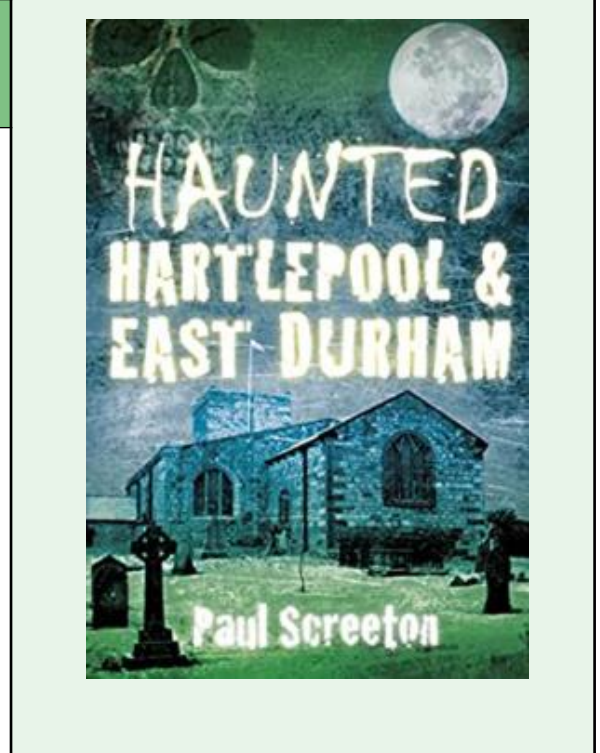
Vocabulary		Knowledge
Shades	opaque	I know which size paintbrush is appropriate to use for different size areas.
Water colour		I know which colours to use for a landscape.
Poster paint	Acrylic	I know how to colour mix to create lighter shades (adding more yellow to green for example)
Ready mix paint		I know how to colour mix to create darker shades (adding blue to green for example).
landscape		
Mixing palette		
landscape	palette	
Transparent		
Brush stroke		I can name some search engines
rank	website	I know what a search engine is used for
Link	Search engine	
reliability		I know how results are ranked in a search engine
fake news		
Google		I know some ways to evaluate if a website is reliable.
Yahoo		
Bing		



Objectives – Art and Computing

Art and Design: Painting Hartlepool
Pupils should be taught: to improve their mastery of art and design techniques – focus on paintings of Hartlepool landmarks.

Computing: Reliable Research
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (What can the web tell us about Hartlepool? Create digital content – biography about Ralph Ward Jackson)



Year 3/4 Term 5 : Where the Hart is! - Theme

Vocabulary		Knowledge
Denominations	CROSS	<p>1. I know there are different types of churches (denominations) and know their names.</p> <p>2. I have visited different types of churches e.g., Roman Catholic church, Baptist Church. (St Hilda's Church)</p> <p>3. I can describe some of the objects/actions found in churches and how they are used in worship</p> <p>4. know the meaning of these objects/actions</p> <p>5. I can share my view and consider Do objects matter?</p> <p>1. I know the liturgical colours and when they are used during Lent.</p> <p>2. I know Lent comes before Easter.</p> <p>3. I know Lent begins on Ash Wednesday.</p> <p>4. I know the significance of Shrove Tuesday.</p> <p>5. I know how Christians celebrate Lent.</p> <p>6 I know that Lent is a period of 40 days and why this is significant.</p>
worship	crucifix	
candles	symbol	
Liturgical colours		
Shrove Tuesday		
Ash Wednesday		
Maundy Thursday		
Easter Sunday	Good Friday	
Easter Monday	Lent fast	
rest	hobbies	
Self-care	Community	
Participation		I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
Human rights		I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
Children's rights		I can identify rights that all people share
		I know that children have their own special rights
Law		I can explain how and why rights help people
empathy		I can show empathy for people whose rights are not met



Objectives – RE and PHSE / RSE and Health and Well-Being

Religious Education

What can we learn about Christian symbols and beliefs by visiting churches

Developing knowledge of Christian worship, differing practices, symbols.

Why is Lent such an important period for Christians?

Developing knowledge of Lent period, connections to the Easter story, Christian symbols and practices today.

Belief, Authority, Expressions of Belief

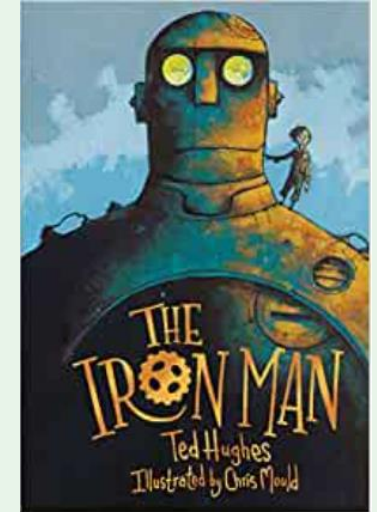
Mental Wellbeing:

Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

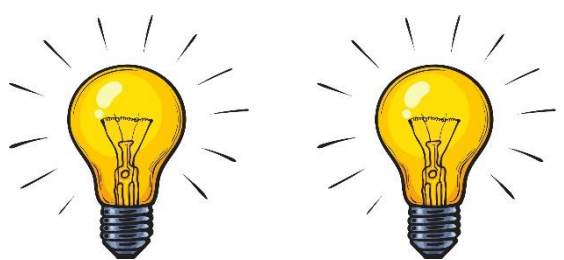

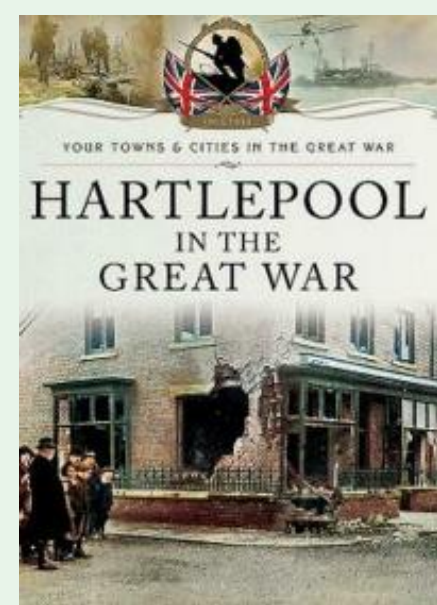
Rules, the Law and children's rights:

Identify rights that all people share
Know that children have their own special rights
Explain how and why rights help people
Show empathy for people whose rights are not met.

Exciting Books



Year 3/4 Term 5 : Where the Hart is! - Non-Theme

Vocabulary		Knowledge		Exciting Books
reflection	Shadow	I know that I need light in order to see things and that dark is the absence of light.		
Light source	Opaque	I know that light is reflected from surfaces		
translucent	Refraction	I know that light from the sun can be dangerous and that there are ways to protect my eyes	<h2 style="text-align: center;">Objectives – Science</h2> <p><u>Science: Light & Sound</u></p> <p><u>Light</u> Pupils should be taught to: Recognise that they need light in order to see things and that dark is the absence of light. notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change</p> <p><u>Sound</u> Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and the features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Working Scientifically:</u> reporting on findings from inquires, including oral and written explanations, displays of presentations of results and conclusions. pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge. (Make a periscope.)</p>	
transparent	Periscope	I know that that shadows are formed when the light from a light source is blocked by a solid object		
nocturnal	Orbit	I can find patterns in the way that the size of shadows change		
convex	concave	I know how sounds are made, associating some of them with something vibrating		
vibrations	Pitch	I know that vibrations from sounds travel through a medium to the ear		
volume	Insulation	I can find patterns between the pitch of a sound and the features of the object that produced it		
Outer ear	Inner ear	I can find patterns between the volume of a sound and the strength of the vibrations that produced it		
Middle ear	Cochlea	I know that sounds get fainter as the distance from the sound source increases.		
auditory	Hammer			
frequency				

Year 3/4 Term 5 : Where the Hart is! - Non-Theme

Vocabulary		Knowledge	
decade	Culture	I can name some different popular styles of music from each decade (1920 – 2000)	
wireless	cassette		
disco	punk	Jazz	I can name some popular artists from each decade
rap	metal	Rock and roll	I know which instruments were used for different genres of music.
mais	J'aime ca	I know how to express an opinion in French.	
Je n'aime pas	Je perferre ca	I know how to use a conjunction (mais – but)	
Tu aimes ca?		I know how to pronounce some common French letters.	
Design brief		I can select tools and equipment suitable for the task	
Design specification		I can explain my choice of tools and equipment in relation to the skills and techniques I will be using.	
evaluate	User	I can select materials and components suitable to the task.	
purpose	Research	I can order the main stages of making.	
opinion	Texture	I can explain my choice of materials and components according to the functional properties and aesthetic qualities.	
taste	appearance	I know that to be healthy food and drink are needed to provide energy for the body.	
aroma	Sweet / savoury	I know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide.	
Food group	Varied diet	I know how to prepare and cook a dish safely and hygienically and where appropriate the use of a heat source.	
energy	hygiene	I know how to use a range of techniques e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	
seasonality		I know to choose ingredients that would appeal to the user considering taste, texture, appearance and aroma.	



Objectives – Music, French, Design Technology

Music: Music Through the Decades

Develop an understanding of the history of music. (1970's – 2000's)

French: L'argent de poche (Pocket money)

Focus:

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
describe people, places, things and actions orally and in writing.

Design Technology

I can select from a wider range of materials and components including... ingredients, according to their functional properties and aesthetic qualities.

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