Project Coverage Overview

Summer Term Year 3/4

Projects: Rivers (Why do rivers rush to the sea?)

As writers we will …	As citizens we will…..	As geographers we will …	As musicians we will …	In RE we will …
Record our observations using notes	Recognise situations which can cause jealousy in relationship and suggest strategies to problem-solve when this happens. Understand how most people feel when they lose someone or something they love and know that we can remember people even if we no longer see them. Recognise how friendships change, know how to make new friends and how to stand up for ourselves and compromise. Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. Know how to show love and appreciation to the people and animals who are special to us.	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how physical features affect the human activity. Use a range of geographical resources to give detailed descriptions and opinions. Describe and understand key aspects of: physical geography including: rivers and the water cycle. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Listen to folk music, pick out the features and style of the music. Recreate/ compose our own folk songs for the school emulating the style.	Find out about the life of Jesus and the beliefs of Christians relating to the parables and miracles of Jesus' life

As readers we will…	As artists we will …	In Computing we will…		
Listen to stories and non- fiction books about rivers and the water cycle comparing and contrasting the characters and features of texts. Ask questions to improve our understanding of a text Comment on similarities, themes and conventions in a range of texts. Give reasons for the use of presentational devices for a wider range of texts.		Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Learn about repetition and loops within programming. • Create programs by planning, modifying, and testing commands to create shapes and patterns. • Use Logo, a text-based programming language.		

As mathematicians we will ...	As scientists we will ...		As linguists we will ...	In PE we will ....
Compare the lengths of different rivers in the North East and the world.	Listen to, identify and describe different sound sources Explore how sounds are made through vibrations Investigate noisy and quiet places in school Investigate the link between the size of the vibrations and the loudness of a sound Explain how the ear works Explore pitch and make our own high and low sounds Make string telephones to explore how sound changes over distance		Respond to some simple questions when prompted with visual cues. Know how to use the negative in French Describe what we have and don't have in our pencil case. Respond to some simple classroom commands. Respond to some simple questions when prompted with visual cues .	Participate in a variety of ball games that involve passing, maintaining possession,(Tag Rugby) Barnard & Brancepeth We will learn how to keep fit and stay healthy 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. (Brancepeth Class) Athletics- throwing ad jumping- Barnard Gymnastics- Symmetrical and symmetrical shapes- Bowes