

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.

(Visit to the Headland and Historic Quay) Henry Hood, Ralph Ward Jackson



PHSCE: Law Abiding Citizens:

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.

TERM 5: Where the 'Hart' is!

READING

The Hartlepool Monkey

RE:

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

Developing knowledge of Christian worship, differing practices, symbols.

Expressions of Belief

(St Hilda's Church)

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

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)



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:

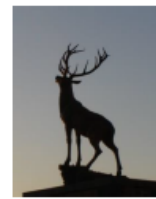
1. Gymnastics
2. Rounders / Golf
3. Swimming according to timetable.

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

DT: make a Lego robot

- select from and use a wide range of materials and components, according to their functional properties and aesthetic qualities.

(Lego, WeDo)

PHSCE: Keeping Safe

Road safety – pedestrian training. Fire safety. Rivers and Railways.

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.

Music: Music Through the Decades

- Develop an understanding of the history of music. (1920's – 2000's)

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. |
| | | I can explain how Hartlepool's docks have changed. |
| Marina | Park | |
| 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 | |
| Seaton Carew | | I know the location of Durham and Hartlepool in the UK |
| cathedral | Residential | I know that Durham is geographically different from Hartlepool |
| Leisure | Business | |
| industrial | coastal | I know the name of the river that runs through Durham |



Objectives – History and Geography

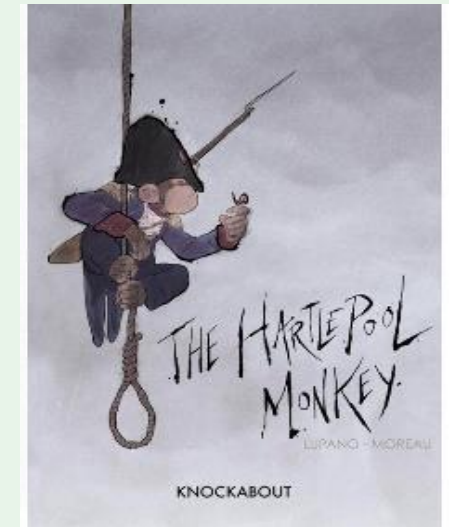
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 (Visit to the Headland and Historic Quay) Henry Hood, Ralph Ward Jackson.

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



Assessment

I can describe the development of Hartlepool during the Victorian era with particular emphasis upon the growth of the docks and the railways.

I can compare geographical similarities and differences – Hartlepool compared to Durham.

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

| Vocabulary | | Knowledge |
|-----------------|------------|------------------------------------------------------------------------------|
| Shades | | 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 that adding white paint to a colour will create lighter shades |
| Ready mix paint | | |
| landscape | | I know that adding black paint to colour paint will create darker shades |
| Mixing palette | | |
| Power point | | I know different types of presenting software. |
| Text box | | I know how to use different transitions between slides. |
| Slide | transition | I know how to add a title to a slide. |
| Animation | | I know how to insert a text box. |
| title | Image | |
| font | | I know how to add animations. |
| Insert | | |
| Preview | | I know how to insert pictures. |
| slideshow | | |

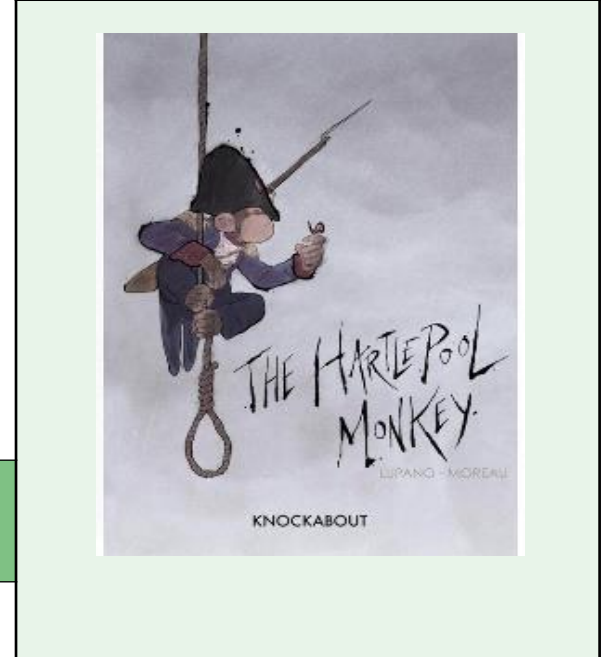


Objectives – Art and Computing

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)

Exciting Books


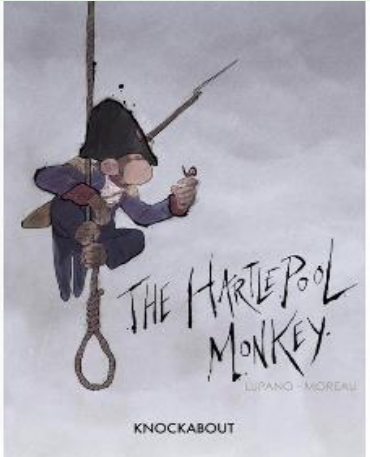


Assessment

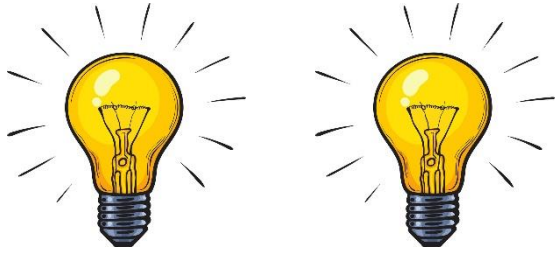
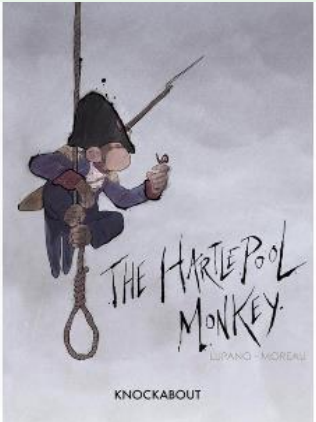
I can improve my art and design techniques (painting Hartlepool landmarks)

I can use search technologies effectively and appreciate how results are selected and ranked.

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

| Vocabulary | | Knowledge | | Exciting Books |
|---------------------------|-----------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Liturgical colours | | I know the liturgical colours and when they are used during Lent. |  |  |
| fast | Shrove Tuesday | I know Lent comes before Easter. | | |
| Ash Wednesday | | I know Lent begins on Ash Wednesday | | |
| Maundy Thursday | | I know the significance of Shrove Tuesday. | <h2>Objectives – RE and PHSCE</h2> | |
| Good Friday | | I know how Christians celebrate Lent | | |
| Easter Sunday | Lent | I know that Lent is a period of 40 days and why this is significant. | <p>RE: <u>What can we learn about Christian symbols and beliefs by visiting churches?</u> Developing knowledge of Christian worship, differing practices, symbols.</p> <p>Expressions of Belief (St Hilda's Church) <u>Why is Lent such an important period for Christians?</u> Developing knowledge of Lent period, connections to the Easter story, Christian symbols and practices today. Belief, Authority, Expressions of Belief</p> <p>PHSCE: Law Abiding Citizens Rules, the Law and children's rights. (Oxfam rights of the child activities and United Nations. Compare with a 3rd world country)</p> <p>PHSCE: Keeping Safe Road safety – pedestrian training. Fire safety. Rivers and Railways.</p> | |
| Easter Monday | | | | |
| Emergency | | I know what is meant by an emergency. | | |
| Emergency services | | I know how to contact the appropriate emergency services. | | |
| Ambulance | | | | |
| Fire brigade | | | | |
| police | | | <h2>Assessment</h2> | |
| | | | <p>I can explain why Lent is an important period for Christians.</p> <p>I know how to react in an emergency (fire safety).</p> | |

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 | Objectives – Science | |
| transparent | Periscope | I know that that shadows are formed when the light from a light source is blocked by a solid object | <p>Science: Light & Sound</p> <p>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</p> <p>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.</p> <p>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.)</p> | |
| nocturnal | Orbit | | | |
| convex | concave | I can find patterns in the way that the size of shadows change | | |
| vibrations | Pitch | I know how sounds are made, associating some of them with something vibrating | | |
| volume | Insulation | | | |
| Outer ear | Inner ear | I know that vibrations from sounds travel through a medium to the ear | | |
| Middle ear | Cochlea | I can find patterns between the pitch of a sound and the features of the object that produced it | | |
| auditory | Hammer | I can find patterns between the volume of a sound and the strength of the vibrations that produced it | | |
| frequency | | I know that sounds get fainter as the distance from the sound source increases. | | |
| | | | | |
| | | | Identify how sounds are made, associating some of them with something vibrating. | |
| | | | I can make simple conclusions. | |

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 | |
| 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 pronoun some common French letters. | |
| waterproof | | I know who invented the Macintosh | |
| Charles Macintosh | | | |
| light | Flexible | I know which materials are waterproof | |
| Properties | | I know how to make materials waterproof. | |
| Water resistant | | | |
| suitability | | | |



Objectives – Music, French, Design Technology

Music: Music Through the Decades

Develop an understanding of the history of music. (1920'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.

DT: make a Lego robot

select from and use a wide range of materials and components, according to their functional properties and aesthetic qualities.

(Lego, WeDo)

Exciting Books



Assessment

I know different genres of music that have been popular throughout the 20th century. (Composing)

I can develop accurate pronunciation and intonation so that others understand

I can select the components I need when building a robot for a purpose.