

YEAR 3 - 4 2020-2021 Second year of cycle

Subject/Term	2020 Autumn 1	2020 Autumn 2	2021 Spring 1	2021 Spring 2	2021 Summer 1	2021 Summer 2
Key Question	India – How has the culture of India made an impact on the culture of Great Britain?		Violent Earth – what happened on Heimaey?		Romans	
English / writing opportunities	Writing to entertain Writing to inform Jamil's clever cat - Fiona French Cinnamon -Neil Gaiman	Writing to persuade Poetry Need a nf text 4x Explanations – Geog link 2x Poetry In the Bleak Midwinter Christina Rossetti	Writing to entertain Writing to inform Firework Makers Daughter Philip Pullman A pebble in my pocket Meredith Hooper Violent volcanoes Horrid Histories)		Writing to entertain Writing to inform Writing to persuade Poetry Escape from Pompeii Roman Soldiers Handbook Empire's End	
Class reading text	Voices in the Park Iron Man Kensuke's Kingdom	Y3 Non fiction (Nelson) Play scripts Y4 Non fiction (Nelson)	Firework Makers Daughter Philip Pullman	Varjak Paw -S F Said	The Abominables – Eva Ibbotson	Empire's End
Knowledge and Understanding	Geography Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and Asia , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties (Surrey) and cities (Guildford, London) of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within Asia Human and physical geography describe and understand key aspects of: <u>physical geography</u> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>human geography</u> , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		Geography Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country , and a region within Asia Human and physical geography describe and understand key aspects of: <u>physical geography</u> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle <u>human geography</u> , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		History The Roman Empire and its impact on Britain develop a chronologically secure knowledge and understanding of British, local and world history, note connections, contrasts and trends over time and develop the appropriate use of historical terms. address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources.	
Computing	Use technologies Safely To be used in the English Unit select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish	Getting to know Numbers on iPads Year2 bar graph (Geography and English link) select, use and combine a variety of software (including internet services) on a range of digital	Scratch Use technologies Safely Understand computer networks design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical		Getting to know Keynotes on iPads Use technologies Safely Use search technologies effectively select, use and combine a variety of software (including internet	Raspberry Pi design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and

	given goals, including collecting, analysing, evaluating and presenting data and information	devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
Art/DT	<p>Art Printing (Monoprints) Indian animal in the style of Jamil's Clever Cat Artists: Indian artists and paisley/rangoli patterns e.g. S. H. Raza</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) Learn about great artists, architects and designers in history</p>	<p>DT Textiles Wax Resist/Sewing – Pencil case</p> <p>Design using research to design an innovative, functional, targeted and appealing product fit for purpose. Show through discussions, annotated sketched, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>Make – select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria</p>	<p>Art Painting (watercolour) Selecting the correct colour palette for 'hot' and 'cold' landscapes</p> <p>Artists: Focus on colour/landscape e.g. Georgia O'Keeffe Rene Magritte (surrealism) Salvador Dali</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) Learn about great artists, architects and designers in history</p>	<p>DT Electricity Light up volcano model / torch</p> <p>Design using research to design an innovative, functional, targeted and appealing product fit for purpose. Show through discussions, annotated sketched, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>Make – select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria</p>	<p>Art Observational drawings Perspective/sketching Study of bridges local and worldwide</p> <p>Artists: Monet, Van Gough, Architects: Brunel</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) Learn about great artists, architects and designers in history</p>	<p>DT Structures Building bridges</p> <p>Design using research to design an innovative, functional, targeted and appealing product fit for purpose. Show through discussions, annotated sketched, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>Make – select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria</p>
Science	<p>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Plant life cycle / seed dispersal identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Skeleton & Bones identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Plant life cycle / seed dispersal planting vegetables and bulbs</p> <p>investigate the way in which water is transported within plants</p>	<p>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Light /Shadows</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p>	<p>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Animals including humans 3 weeks</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>investigate lengths on body</p> <p>3 weeks Environment – plant life</p> <p>Plant life cycle / seed dispersal explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Forces and magnets compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>States of Matter compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
Separate class delivery						
Maths – separate year groups	<p>Year 3 Number – place value Addition and subtraction Multiplication and division</p>	<p>Year 4 Number - place value Number - addition and subtraction Measure - length and perimeter</p>	<p>Year 3 Multiplication and division Measure - money Statistics</p>	<p>Year 4 Number - multiplication and division Measure – area Fractions</p>	<p>Year 3 Number – fractions Measure – time Geometry – properties of shapes</p>	<p>Year 4 Decimals Measure – money Measure – time Statistics</p>

		Number – multiplication and division	Measurement – length and perimeter Number - fractions	Decimals	Measure – mass and capacity	Geometry – properties of shapes Geometry – position and direction
RE Year 3	Is Christian worship the same all around the world? Harvest	Remembrance Why are presents given at Christmas – and what might Jesus think about it all? Christmas	How did Jesus change lives?	Why do Christians call God 'Father'? Easter – what happened – and what matters most to Christians?	How can a synagogue help us to understand the Jewish faith?	What are important times for Jews?
RE Year 4	How did the church begin? Harvest	Remembrance How does the Bible reveal God's rescue plan? How can artists help us to understand Christmas?	Why is praying important for Christians?	Why do Christians worship Jesus Christ? How does Lent help Christians prepare for Easter ?	What do Sikhs value?	How do people celebrate new life?
PSHCE	Living in the wider world		Health and Well Being		Relationships	
PE/ Games	Dance / Netball:	Swimming / Rugby:	Swimming / Gym	Swimming / Dance	Swimming / Athletics:	Swimming / Tennis:
Music year 4	String Thing Whole class violin / cello lessons RGS					
Music year 3	Charumba					
Modern Foreign Languages Year 3	Unit 1 Moi (All about me)		Unit 2 Jeux et chansons (Games and songs)		Unit 3 On fait la fete (Celebrations)	
Modern Foreign Languages Year 4	Unit 4 Portraits (Portraits)		Unit 5 Les quatre amis (The four friends)		Unit 6 Ca Pousse (Growing things)	