

YEAR 3 - 4 year 1 of 2 year cycle

Subject/Term	2019 Autumn 1	2019 Autumn 2	2020 Spring 1	2020 Spring 2	2020 Summer 1	2020 Summer 2
Wow start	Invalidate classroom - Settlement /invasion WOW start Y3 Holy Trinity church	Butser Ancient Farm	Y4 Holy Trinity Church	Pause Day	Residential y4	Y4 String performance @ RGS
Key Question	Stone age to Iron Age <i>Reading texts for aut term</i> <i>Wolves in the Walls x 10 writing</i> <i>Woolly Mammoth x15 write</i> <i>Stig of the Dump x15 read then write</i> <i>Stone Age Boy x15 read write</i>		What are we doing to our world?		How do we find out how the Egyptians lived?	
English / writing opportunities	Transition unit UG comic strip picture - Raymond Briggs Woolly Mammoth short instructional text Stone Age Boy short picture book Wolves in the Walls Neil Gaiman Stone girl, Bone girl		Texts? Butterfly Lion	Kapok tree	Egyptians <i>Egyptian Cinderella 2 week pack</i> <i>Marci and the riddle of the Sphinx</i> <i>The Egyptian echo</i> <i>Temple cat</i>	So you think you've got it bad: a child life in AE Meet the ancient Egyptians – James Davies Pharaoh's fate = caulier Tales of the Ancient Egyptians – Marcia Williams
Class reading text	Stone Age Boy	Stig of the dump	3 weeks #stopdirtyoil First person recount (Narrative) as an orangutan 3 weeks Write letters to companies still using palm oil	3 weeks Non-chron report Research what we know about orangutans / rainforest Use pages for report? Colour of Home	Description & vocabulary Narrative structure <i>Greek Myths</i> Poetry	Diary in role Instructions <i>Based on Egyptian topic</i>
Knowledge and Understanding Geography and History	Changes in Britain from the Stone Age to the Iron Age 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.		Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 North or South America or 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,		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 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.	

		<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>				
Computing	<p>Use technologies Safely Pages</p> <p>To be used in the English Unit</p> <p>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 given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Raspberry Pi</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Scratch</p> <p>Use technologies Safely</p> <p>Understand computer networks</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Getting to know Numbers on iPads</p> <p>Use line graph (Geography and English link)</p> <p>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 given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Getting to know Keynotes on iPads</p> <p>Use technologies Safely</p> <p>Use search technologies effectively</p> <p>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 given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Use technologies Safely</p> <p>To be used in the English Unit</p> <p>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 given goals, including collecting, analysing, evaluating and presenting data and information</p>
Science	<p>Teeth & Eating</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</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>Rocks</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</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>Electricity</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Habitats</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> recognise that vibrations from sounds travel through a medium to the ear <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Classification and Variation</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>
Art/DT	<p>Art Drawing</p> <p>Charcoal and Land Art</p> <p>Artists: Andy Goldsworthy Richard Long</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with</p>	<p>DT Food technology</p> <p>(Ethically sourced ingredients E.g. eggs)</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</p>	<p>Art Sculpture</p> <p>'Rubbish sculptures'</p> <p>Artists: Tim Noble and Sue Webster. Cornelia Parker Farnham sculpture park</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including</p>	<p>DT Control</p> <p>using a R Pi</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>DT Mechanism</p> <p>Shaduf</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>Art Painting</p> <p>Printing on fabric</p> <p>Artists: Chris Ofili</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with</p>

	a range of materials (for example, pencil, charcoal , paint and clay) Learn about great artists , architects and designers in history	design 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 Evaluate - investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria	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	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 Evaluate - investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria	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 Evaluate - investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria	a range of materials (for example, pencil, charcoal, paint and clay) Learn about great artists , architects and designers in history

Separate class delivery

Maths	Year 3 Number – place value Addition and subtraction Multiplication and division	Year 4 Number - place value Number - addition and subtraction Measure - length and perimeter Number – multiplication and division	Year 3 Multiplication and division Measure - money Statistics Measurement – length and perimeter Number - fractions	Year 4 Number - multiplication and division Measure – area Fractions Decimals	Year 3 Number – fractions Measure – time Geometry – properties of shapes Measure – mass and capacity	Year 4 Decimals Measure – money Measure – time Statistics Geometry – properties of shapes Geometry – position and direction
Religious Education 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?
Religious Education 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 Wellbeing		Relationships	
PE- Games	Swimming / Netball:	Swimming / Rugby:	Swimming / Gym	Swimming / Dance	Swimming / Athletics:	Swimming / Tennis:
Music year 3	Dragon Scales Using glockenspiels to create music.	Painting with sound Creating pieces of layered music.	Rainforest symphony	Descriptive sounds Singing songs about animals.	Rhythmic patterns Using a range of instruments and body percussion to create music.	Class Orchestra Creating a radio show with their own jingle and songs..
Music year 4	String Thing / Whole class violin / cello lessons RGS tutors					
M F L Year 3	Unit 1 Moi (All about me)		Unit 2 Jeux et chansons (Games and songs)		Unit 3 On fait la fete (Celebrations)	
M F L Year 4	Unit 4 Portraits (Portraits)		Unit 5 Les quatre amis (The four friends)		Unit 6 Ca Pousse (Growing things)	