

YEAR 3 - 4 year 1 of 2 year cycle

| Subject/Term | 2019 Aut 1 2021 Aut 1 | 2019 Aut 2 2021 Aut 2 | 2020 Spring 1 2022 Spr 1 | 2020 Spring 2 2022 Spr 2 | 2020 Summer 1 2022 Sum 1 | 2020 Summer 2 2022 Sum 2 |
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| Activities | WOW start Stone Age day | Butser Ancient Farm | Y3 and 4 Holy Trinity Church | Pause Day | Residential y4 | Y4 String performance @ RGS |
| Key Question | How did life change from the Stone Age to the Iron Age? | | What are we doing to our world? | | How do we find out how the Egyptians lived? | |
| Whole class reading text | Ug by Raymond Briggs Stig of the Dump by Clive King | | Butterfly Lion Michael Morpurgo | Journey to the River Sea Eva Ibbotson | Secrets of a Sun King Emma Carroll | Time travelling cat Egyptian goddess Egyptian myths |
| English / writing opportunities | Writing to entertain Writing to inform Writing to persuade UG Raymond Briggs <i>description</i> How to wash a woolly Mammoth Michelle Robinson <i>instructions</i> Stone Age Boy Satoshi Kitamura <i>story</i> The Wolves in the Walls Neil Gaiman <i>story ending</i> Stone girl, Bone girl Laurence Anholt <i>biography</i> | | Writing to entertain Writing to inform Writing to persuade Film clip Ran Tan <i>non chronological report & letter</i> Rainforest Animlas Paul Hess <i>poetry</i> The Great Kapok Tree Lynne Cherry <i>story</i> Journey to the River Sea <i>diary</i> | | Writing to entertain Writing to inform Writing to persuade Horrid Histories - Awesome Egyptians Terry Deary <i>explanation</i> Egyptian Cinderella Shirley Climo <i>story</i> Marcy and the riddle of the Sphinx Jo Stanton <i>story</i> I was there Tutankhamun's Tomb Sue Reid <i>news report</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. | | Rain forests around the world 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, 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 | | 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. | |
| Computing | Use technologies Safely To be used in the English Unit Pages 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 | Use technologies Safely Rainforest coding design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller | Use technologies Safely Geography and English link Numbers select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a | Use technologies Safely Limk with art and English Paintz / Chatterbo 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, | E-safety Rainforest coding design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller | E-safety Keynotes 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, |

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| | content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | parts use sequence, selection, and 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 | range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | parts use sequence, selection, and 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 | systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| 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>Teeth & Eating</p> <p>describe the simple functions of the basic parts of the digestive system in humans 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 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</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>Habitats & Food chains</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>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sound</p> <p>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 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>Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Classification and Variation</p> <p>recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> |
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| Art/DT | <p>Art Drawing 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 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 Food technology (Ethically sourced ingredients E.g. vegetables)</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 Sculpture '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 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>Art Digital art Book illustration</p> <p>Artists: Quentin Blake. E H Shepherd, Beatrix Potter, Arthur Rackham, Aubrey Beardsley</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 Mechanism 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>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>DT Structure dioramas</p> |
| Religious Education - Shared | How did the church begin? Harvest | Remembrance Why do Christians share communion? | How did Jesus change lives? | Why do Christians call God 'Father'? | What are important times for Jews? | How can a synagogue help us to understand the Jewish faith? What does it mean to be a Jew? |

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| Religious Education - separate | | Y3 Presents at Christmas Y4 Christmas artists | | Y3 Easter Y4 Lent | | | |
| 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 | |
| PSHCE Yr4 | Computer Safety | The Working World | A World Without Judgement | Keeping/Staying Safe | Keeping/Staying Healthy | Growing and Changing | Being Responsible Feelings and Emotions |
| PSHCE year 3 | Computer safety | Keeping / staying safe | Looking after our world | Being responsible | Money Sense | Relationships | Feelings and Emotions Hazards |
| PE- Games | Gym / Netball: | Dance / Rugby: | Football / Gym | Tennis / Dance | Gym / Athletics: | Fitness / Tennis: | |
| Music year 3 Charanga | Let your spirit fly | Glockenspiel Stage 1 | Three little birds | The Dragon Song | Bringing us together | Reflect, Rewind, Replay | |
| Music year 4 | String Thing / Whole class violin / cello lessons RGS tutors | | | | | | |
| M F L Year 3 | Unit 1 Vowels / numbers 1- 12 / items in pencil case | | Unit 2 Animals and colours | | | Unit 3 The Very Hungry Caterpillar (colours, fruit and food, days of week) | |
| M F L Year 4 | Unit 1 Numbers 1-31, months, dates, birthday, celebrations and Christmas | | Unit 2 Shapes and prepositions of place, the work of Matisse. | | | Unit 3 Family members 'The giant turnip' or 'Les quatre amis' 'J'ai un/une..qui s'appelle..(pets) | |