

Cycle A | 2022-23 | Year 3 and Year 4 Curriculum Plan

Autumn

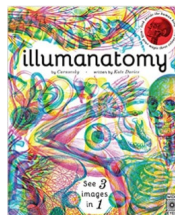






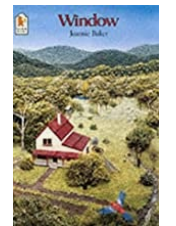
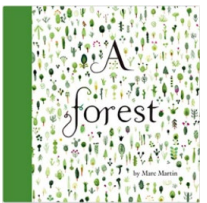

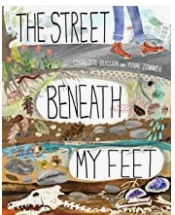


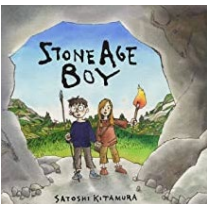
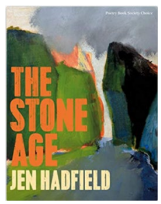
'Bottoms, Burps and Bile'

Spring

'Marvellous Mountains'


Summer

'Tribal Tales'

Experiences	Trip - Yorkshire Sculpture Park (Henry Moore) Visitor – Dentist/hygienist				Trip – Heights of Abraham Visitor – Climber				Trip - Creswell Craggs Visitor - virtual archaeologist			
Text Bank	Non-fiction –  Illuminatomy – Kate Davies	Chapter book –  Demon Dentist - David Walliams  Wonderstruck – Brian Selznick	Picture Books –  Lovely – Jess Hong	Poem –  I wish I'd looked after me teeth – Pam Ayres	Non-fiction –  Planet Earth - Everest	Chapter book –  The Abominables – Eva Ibbotson	Picture Books –  The Window – Jeannie Baker  A Forest – Marc Martin	Poem –  Thumbprint – Eve Merriam	Non-fiction –  The Street Beneath my Feet – Charlotte Guillian  - Under Earth – Aleksandra and Daniel Mizielinski	Chapter book –  The Iron Man – Ted Hughes	Picture Books –  Stone Age Boy – Satoshi Kitamura	Poem –  The stone age – Jen Hadfield
Writing	Fiction - Narrative – innovation, Narrative – chapter of text Non-Fiction - Persuasive – Trip around the human body Poetry - Performance poem				Fiction - Diary – Agatha (Abominables) - recount and unknown event Non-Fiction - Persuasive – littering & global warming, Biomes in a bottle, Recipe – Meal for a mountaineer Poetry - Calligram (mountains)				Fiction - Narrative (innovation)– Bronze Age Boy Non-Fiction - Newspaper report – Discovery of Stone Age people, The Maya non-chronological report Poetry - Metals cinquains			
Maths Cross Curricular	Y3 Number- Place Value Formal Written Calculation- + - x ÷		Y4 Place Value- Number Formal Written Calculation- + - x ÷ Measure – perimeter (see D&T)		Y3 Formal Written Calculation- x ÷ Measurement- money Statistics (see geography) Measurement- Length Fractions		Y4 Formal Written Calculation- x ÷ Measure – area Fractions Number - Decimals		Y3 Fractions Measurement- Time Geometry- Angles and properties of shape Measurement- Mass Measurement- Capacity		Y4 Number- Decimals Measurement- Money Measurement- Time Statistics Geometry – Angles and 2D shapes / position & direction. (see art)	

<p>Science</p>	<p>Animals Including Humans: What makes us – The importance of nutrition for humans, know how to keep healthy through diet, voluntary and involuntary muscles, the skeleton’s structure and purpose – tendons, ligaments, muscles, support, protection and movement</p> <p>Significant figure – Louis Pasteur (pasteurisation), Sara Josephine Baker (improving infant mortality rates through improved hygiene)</p> <p>Animals Including Humans: Food and Digestion - Understand salivary glands and taste buds, know the different types of teeth, understand the intestines, understand the food pyramid and why it is important, know about vitamins and minerals, understand the food chain, know how natural cycles work</p>	<p>Significant figure – Rachel Carson (conservationist)</p> <p>Living Things and their Habitats: Nature and the Environment - Know about the balance of nature (interdependence), describe ecosystems and how they are affected by changes in the environment (<i>linked with previous work on rivers and erosion</i>), understand human impact on the environment, explore air pollution, understand water pollution, explore methods that can be used to conserve water</p> <p>Significant figure - Jean-Baptiste Lamarck (classifying different types of invertebrate)</p> <p>Classifying things and their habitats - Understand habitats, know how scientists classify animals, understand the difference between vertebrate and invertebrate, know about cold-blooded amphibians and reptiles, know about warm-blooded birds and mammals, understand how fish are different from amphibians and reptiles</p>	<p>Significant figure - Florence Bascom (geologist)</p> <p>Rocks - Describe how mountains are formed, recognise the differences between igneous, sedimentary, and metamorphic rock, understand what a fossil is, describe what soils are made of, observe rocks - including those used in buildings and gravestones – and note their properties (links with previous work on erosion), classify different types of gravestone weathering, identify common rocks</p> <p>Significant Figure – William Gilbert (discovered the Earth is a magnet, and how to make magnets)</p> <p>Forces and magnets - Understand magnetism, learn about the different types of magnets, know that the Earth behaves like a magnet, learn about magnetic fields; learn about the law of magnetic attraction, know that magnetic needles always point magnetic north, compare how objects/substances move on different surfaces</p>
<p>Physical Education</p>	<p>Football</p> <ul style="list-style-type: none"> • Dribble with the ball • Pass using the side of foot • Turn with the ball and intercept from an opponent • Shoot accurately and powerfully • Use attacking strategies to outwit an opponent • Perform a role within a football game <p>Basketball</p> <ul style="list-style-type: none"> • Catch and use the chest pass • Use the bounce and overhead passes • Dribble with control • Perform the set shot • Use man to man marking • Use skills in Mini Basketball <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform basic shapes and body conditions • Perform different ways of travelling • Link balances with travelling • Perform partner balances in a routine • Develop a floor routine <p>Hockey</p> <ul style="list-style-type: none"> • Dribble the ball with control • Use the push pass and control the ball • Dribble and pass when moving at speed • Block tackle an opponent safely • Use attacking strategies to outwit opponents • Use skills in Quicksticks • <i>Boccia – links with Paralympians/blind cricket</i> 	<p>Dance</p> <ul style="list-style-type: none"> • Perform movements to represent bodies of water and water life <p>Netball</p> <ul style="list-style-type: none"> • Catch and use the chest pass • Use the bounce and overhead passes • Pivot • Dodge into space • Mark an opponent effectively • Shoot accurately <p>Dance</p> <ul style="list-style-type: none"> • Perform a Rock’n’Roll dance • Perform a Bollywood dance <p>OAA (outdoor Adventurous Activities)?</p> <ul style="list-style-type: none"> • Orienteering • Use verbal communication effectively • Use non-verbal communication effectively • Work effectively as part of a team • Use a map to navigate around a course • Use a map to perform star orienteering 	<p>Athletics</p> <ul style="list-style-type: none"> • Perform the sprinting technique • Perform the underarm and overarm throws with distance • Perform the fling throw with distance • perform the Standing Long Jump • Perform hurdling • Perform events in a Pentathlon <p>Cricket</p> <ul style="list-style-type: none"> • Use the underarm bowl • Use the correct stance and hit the ball when batting • Perform close catching • Perform the forward drive shot • Apply cricket skills to modified games • Use skills in Kwik Cricket
<p>CONCEPTS: Understand how to develop a healthy body and mind by knowing how to stay fit and healthy, understand the importance of exercise and living a healthy life; Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes whilst displaying empathy, good communication and respect for all; Understand how to win and lose in a safe environment whilst showing respect for others and good sportspersonship; Understand that having a positive approach, displaying emotional resilience and pride in performance will enhance performance.</p>			

<h2 style="text-align: center;">History</h2>	<p>Key contexts / figure – Britain in the 1800s, discovery of vaccinations Sewage, hygiene, disease/bacteria, health care, living conditions. (linked with science work on Louis Pasteur and Sara Josephine Baker) Enquiry - To use evidence (pictures, reports and first-hand accounts) to build up a picture of life in the 1800s. Discuss the specific aspect of hygiene, living conditions and diseases – contrast city living with rural living. How has our understanding of hygiene and treating/preventing diseases changed over time? Joseph Bazalgette and London’s sewers in the 1860s.</p> <p>Key contexts / figure – Helen Keller How have people living with differences been supported throughout history? Explore the evolution of prosthetics (<i>linked to PSHE/DT</i>) How did the work of Helen Keller change the lives of deafblind people? Interpretations – distinguish between different sources – compare different versions of the same story (rich & poor) - did everyone have access to the same support?</p>	<p>Key contexts / figure – History of mountaineering/Tenzing Norgay and Sir Edmund Hillary What was different about mountaineering in the past compared with now? What were the disadvantages? How were these overcome? Explore the events of famous expeditions. Enquiry – observe small details in artefacts and pictures - learn about the changes and uses of climbing equipment. Select and record relevant information. Chronological understanding – sequence several events or artefacts (Timeline of mountaineers of Everest) Interpretations – begin to evaluate the usefulness of different sources (a Sherpa’s record in comparison to a wealthy climber’s view of the same event).</p>	<p>Key contexts / figure – The Stone Age to Iron Age/The Amesbury Archer/Beaker People Archaeologist – Rakshar Dave How do archaeologists make deductions about life in the past from artefacts? Explore aspects of stone age and iron age life, including houses, clothing, food and mining. Compare and contrast the ages. Create a timeline showing the progression from the stone age to the iron age. Enquiry – library and internet research (links to finding out in computing) Use evidence to build up a picture of a past event. Use a range or sources to find out about Stonehenge.</p> <p>Interpretations - Identify and give reasons for ways in which the past is represented. Chronological understanding - BC/AD BCE/CE Place the time studied on a timeline. Sequence several events or artefacts.</p>
<h2 style="text-align: center;">Geography</h2>	<p>Key project – Finding our way around</p> <p>Geographical enquiry – make comparisons using photos, satellite images, arial photos, maps or temperatures. Initiate questioning. Using maps – draw standard map symbols. Use letters/number coordinates to locate features on a map. KEY SKILLS – Define and locate towns, cities, counties, countries, and continents. Grid referencing link to maths Using a map (local/UK) Grid referencing – a trip around the human body/UK</p>	<p>Key project – The Himalayas Mountains of the world, climate, Nepal, physical geography of Everest, dangers of Everest Geographical enquiry – Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos / pictures, temperatures in different locations and Investigate places and themes at more than one scale Using Maps – Locate places on large scale maps and follow a route on a large scale map Points of a compass – orienteering around a mountain</p>	<p>Key project – The location of Iron Age Forts Building maps (contours), physical and human geography of the past, map reading, map making, grid referencing Geographical enquiry - Begin to ask/initiate geographical questions and Investigate places and themes at more than one scale Drawing Maps - Make a map of a short route experienced, with features in correct order; make a simple scale drawing. Map Knowledge - Begin to identify points on maps A,B and C</p>
<h2 style="text-align: center;">Art</h2>	<p>Key project - The human form (clay sculpture) Significant Creators – Henry Moore - <i>Research the art of Henry Moore (human form), interactive tour of Yorkshire Sculpture Park</i> History of Art – Give reasoned opinions on artworks 3D works - clay skills sequence – rolling, pinching, coiling, smoothing, scoring and slipping – create a sculpture in the style of Henry Moore Painting & Drawing – Sketching techniques – stippling, circling hatching and cross hatching, sketching the human form in different positions Use of sketchbooks – planning, making and evaluating a final piece. Routinely evaluate & refine work.</p> <p>Key project- Watercolour food portraits Significant Creators – Guiseppe Archimboldo Research work of Archimboldo, investigate water colour paint as medium, Colour mixing (colour wheel), observational painting (fruit/vegetables), plan a final piece using repeated images, create painting in the style of Archimboldo (human face)</p>	<p>Key project - Woven hangings (Sherpa) Significant creators - Genevieve Griffiths History of Art - Artist study – (GG), use of colour, pattern and texture. Investigation of woven garments and their creation. How are patterns created using weft and warp? Making a frame for weaving. How can art be displayed? Can clothing be a work of art? 3D works – Weaving Use of sketchbooks – Make records of experimentation with various materials</p>	<p>Key project- Neolithic pattern printing (Late Stone Age pots) Significant Creators – Orla Keily (Colour and composition) History of Art - Research artist techniques used in Neolithic arts (artefacts). Respond to artefacts with opinions and use to influence own design. Formal elements - Line, shape, form, tone texture, pattern, colour & composition. Use of sketchbooks – Replicate repeating patterns with sketching techniques and print. Practise and evaluate printing techniques. Plan a repeated pattern design with inspiration from Neolithic art. Create and print repeated pattern to create wallpaper. Routinely evaluate & refine work</p>

<h2>Design and Technology</h2>	<p>Key project - Structures - Shell structure using computer aided design (CAD) - Mini greenhouse</p> <p>Design: Research shell structures – how are they constructed? How would we replicate these designs with the materials available to us? What are nets and how are they used?</p> <p>Make: Measure, mark, cut and shape materials and components with some accuracy. Assemble, join and combine some components, with some accuracy. Use finishing techniques, including those from art and design, with some accuracy.</p> <p>Evaluate: Is our greenhouse fit for purpose? Plant seeds in greenhouse (link to Cycle A Summer science)</p>		<p>Key project - A nutritional meal for Edmund Hilary Food requirements of a mountaineer <i>link to food groups T1</i></p> <p>Design: What are the requirements of a mountaineer? What nutrition do they need to cope with the demands of mountaineering? How do they ensure they have good nutrition while on the mountain? Design a meal based on criteria and scientific knowledge. Taste test a range of foods – plan based on findings, <i>Links to instructional writing</i></p> <p>Make: Prepare and cook a mountaineer meal, including the use of a heat source. Use peeling, chopping, slicing, grating, and mixing techniques safely.</p> <p>Evaluate: Does the meal we prepared provide sufficient energy for the body during intense exercise and harsh conditions? How do we know? (linked with science objective; ‘Describe how each of the main food groups specifically benefit the human body for growth and health.’) Is our meal appealing?</p>		<p>Key project – Tribal Bag – Textiles – 2D and 3D shape product</p>  <p>Design: Consider the construction of a range of products. How can 2D pieces be joined to create a 3D object? Look at hemming and its purpose. Look at a variety of textiles and their properties. Learn the sewing technique blanket stitch, whip stitch and back stitch; consider which we will use as our joining stitch.</p> <p>Make: Sew materials together, following simple patterns and templates to meet a given design brief.</p> <p>Evaluate: Does our bag function? Does it meet our aesthetic and user criteria from our design brief?</p>	
<h2>Computing</h2>	<p>Key project - Create a podcast about Helen Keller Use a range of reputable online sources and search engines effectively to discover and record information about Helen Keller’s life and times. Learn about podcasts – What are they? Where can you find them? Listen to children’s podcasts – ‘But Why: A podcast for curious kids’, ‘The Past and The Curious’ ‘Greeking Out’ - evaluate – what do we like about them? What tools do people use to podcast? What’s involved? Speak with podcasters – Sammy Dobson and Lee Kyle Practise speaking from notes</p>		<p>Key project - Prezi timeline of mountaineering -</p> <p>Skim, scan and evaluate search results – recognise that search results may not always be useful. Use keywords to search more effectively for information about the history of mountaineering. Know that web pages have a unique address or URL. Save and favourite useful resources to be used again in both history and computing sessions. How can we display and present information visually online? Add text and images to Prezi (copy, paste, crop, snip, format).</p>		<p>Key project – Stop frame animation of The Iron Man Explore examples of stop motion animation – Morph How is it created? Look at Aardman animations to explore ways of creating an animation How has animation changed over time? Hand drawn to CGI (Disney’s Beauty and the Beast) Use PowerPoint to create and sequence slides to create an animation</p>	
<h2>Music</h2>	<p>Three Little Birds <i>Styles/artists covered - Reggae</i> <i>Topics and cross curricular links - Animals, Jamaica, poetry and the historical context of musical styles. Interrelated dimensions of music.</i> <i>Links to other units - Zootime - KS1 (Scheme Year 2). Britten - There Was A Man Of Newington - KS2 (see Freestyle)</i> <i>Musical instrumental progression - Key G, Notes GABCDEF, Quavers, Crotchets, Minims and rests</i> <i>Progression for improvisation and composition - GABDE</i></p>	<p>Stop! <i>Styles/artists covered - Grime, Classical, Bhangra, Tango, Latin Fusion</i> <i>Topics and cross curricular links - Composition, bullying.</i> <i>Links to other units - The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).</i></p>	<p>Lean On Me <i>Styles/artists covered - Gospel</i> <i>Topics and cross curricular links - Gospel in its historical context e.g. from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs e.g. London Community Gospel Choir.</i> <i>Analysing performance. Interrelated dimensions of music.</i> <i>Musical instrumental progression - Key C, Notes DEFGABC, Quavers, Crochets, Dotted Crotchets, Minims</i> <i>Progression for improvisation and composition - Notes CDEFG</i></p>	<p>Let Your Spirit Fly <i>Styles/artists covered - R&B, Western Classical, Musicals, Motown, Soul</i> <i>Topics and cross curricular links - Historical context of musical styles. Interrelated dimensions of music.</i> <i>Links to other units - There Was A Monkey - Britten - KS2 (see Freestyle),</i> <i>Musical instrumental progression - Key C Notes EFGABC semibreves, rests, minims</i> <i>Progression for improvisation and composition - Notes CD</i></p>	<p>Mamma Mia <i>Styles/artists covered - ABBA</i> <i>Topics and cross curricular links - Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</i> <i>Interrelated dimensions of music.</i> <i>Links to other units - Other units that relate to the 80s</i> <i>Livin' On A Prayer - KS2 (Scheme Year 5).</i> <i>Musical instrumental progression - Key G, Notes GABC, quavers, crotchets</i> <i>Progression for improvisation and composition - Notes GABDE</i></p>	<p>The Dragon Song <i>Styles/artists covered - Music from around the world</i> <i>Topics and cross curricular links - Friendship, kindness, acceptance, the environment, creativity. Interrelated dimensions of music.</i> <i>Links to other units - Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).</i> <i>Musical instrumental progression - Key G, Notes BCDEFG, Crotchets, Minims</i> <i>Progression for improvisation and composition - GABDE</i></p>

<p>PSHE</p>	<p>Health and wellbeing – What strengths, skills and interests do we have? (links to project work looking at Diversity – Paralympians) Self-esteem: self-worth; personal qualities; goal setting; managing set backs.</p> <p>Relationships – What are families like? (links to Paralympian work, how each family can be very different). Families; family life; caring for each other.</p> <p>Health & wellbeing – why should we eat well and look after our teeth? Why should we keep active and sleep well? (links to Science work looking at the body) Being healthy; eating well, dental care.</p> <p>External visit – dentist</p>	<p>Living in the wider world – What makes a community? (links to project work. Working together to protect the environment). Belonging to groups’ similarities and differences; respect for others.</p> <p>Health and wellbeing – How can we manage risk in different places? (link to how we are putting the environment at risk, what choices are we making to manage this?)</p>	<p>Health & wellbeing (Y4) - How will we grow and change? Growing and changing (puberty) Health & wellbeing – How can we manage our feelings? Feelings and emotions; expression of feelings and behaviour. Relationships – How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights.</p>
<p>Religious Education</p>	<p>Hinduism Significant figures- Lord Ganesh and Lord Krishna Celebrations - Ganesh Chaturthi and Janmashtami Who was Lord Krishna? Why Hindu’s celebrate Janmashtami? To understand why Hindu’s pray to Ganesh, and what the Puja is. To identify the symbols of Ganesh and why Hindus make murtis. To discuss how to help someone from another culture or area to settle into school or the local community. Overcome obstacles in life – discussing whether we need a faith to do this? Explaining How do stories teach right and wrong?</p>	<p>Judaism Significant figures- God (Tetragrammaton or Hashem) or substituted with the pronunciation- Adonai meaning ‘My Lord’ Celebration - Shavuot/ Shabbat To know why and how Shavuot/ Shabbat is celebrated by Jews. Being able to explain why rest, pray and fasting is important to Jews. To explain why the Torah is important and what it is used for. To discuss the ten commandments and if they have any significance to the rules, we follow in life today/ school links to PSHE – relationships</p>	<p>Sikhism Significant figures- Guru Nanak Celebration –Gurpurab and Vaisakhi Gurpurab – To know why it is celebrated? To talk about the significance that Guru Nanak has on Sikhs by discussing what he did. Vaisakhi - Listen and interpret other people’s feelings and opinions and try to understand, respect and constructively challenge others’ points of view.</p>
<p>Languages</p>	<p>French Greetings and name Family Numbers 0-12 Age The farmer’s in his den Numbers 11-20 <i>(Above unit lessons in occur in both cycles to support children beginning French in Y3. Y4 children to focus on building confidence with pronunciation.)</i></p> <p>Body parts Colours Body Monsters</p> <p>Speaking and listening – perform simple communicative tasks using single words phrases and short sentences. Listen for specific words and phrases Reading & Writing - Recognise some familiar words in written form. Experiment with the writing of simple words. Read some familiar words and phrases aloud and pronounce them accurately. Culture – learn about different languages spoken in the school.</p>	<p>French On the way to school Where in the world is French spoken? On our travels</p> <p>Speaking and listening – Listen and respond to simple rhymes, stories and songs. Listen and respond to sound patterns and words. Listen for sounds, rhyme and rhythm. Reading & writing - Make links between some phonemes, rhymes and spellings and read aloud familiar words. Culture - Learn about ways of travelling to the country/counties</p>	<p>French Weather Meet the animals Meet the animals - phonic focus Animal sounds Animal habitats Animal descriptions</p> <p>Speaking and listening – Memorise and present a short spoken text. Listen attentively and understand instructions, every day classroom language and praise words. Reading & writing - Read and understand a range of familiar written phrases. Culture - Learn about festivals and celebrations in different cultures. (links to RE & PSHE)</p>

Cycle B | 2022-23 | Year 3 and Year 4 Curriculum Plan

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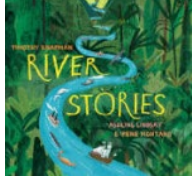

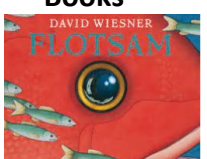


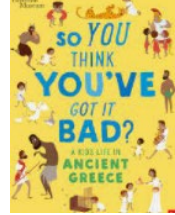
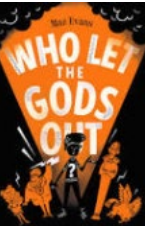


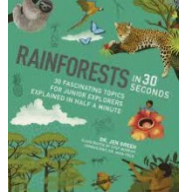




'In and over the water'

Spring

'Glorious Greece'

Summer

'Secrets of the Rainforest'

Experiences	Trip – Perlethorpe/The Deep Visitor - Laura – Green Peace (Plastic Pollution)				Trip - Greek Church in Huthwaite Visitor – Greek priest/ Greek educator to talk about History of Ancient Greeks				Trip - Tropical Butterfly House Visitor - The Living Rainforest (Online)			
Text Bank	Non-fiction  River stories – Timothy Knapman	Chapter book –  The secret Lake – Karen Inglis	Picture Books –  Flotsam – David Wiesner  A River – Marc Martin	Poem –  The Sea - James Reeves	Non-fiction –  So You Think You've Got it Bad? A Kid's Life in Ancient Greece – Chae Strathie	Chapter book –  Who Let the Gods Out – Maz Evans	Picture Book –  Leo and the Gorgon's Curse – Joe Todd-Stanton	Poem –  Silver – Walter De La Mare	Non-fiction –  Rainforests in 30 Seconds - Dr Jen Green  Unfolding Journeys - Amazon Adventure - Jenni Sparks, Stewart Ross	Chapter book –  Into the Jungle – Katherine Rundell	Picture Book –  The Great Kapok Tree - Lynne Cherry	Poem -  Wild World (Anthology – coral reefs) – Angela McCallister
Writing	Non-Fiction - Biography – Isambard Kingdom Brunel Fiction - Descriptive setting – Flotsam Fiction - Narrative (tell the story) - Flotsam Poetry – using similes and metaphors (innovation - The river)				Fiction - Narrative – Leo and the Gorgon's Curse – innovation Non-Fiction - Explanation – light and sound Poetry – rhyming couplets – Greek God focus. Non-fiction – A little book of Greek Gods (top trumps)				Non-Fiction - Persuasion - deforestation Fiction - Narrative – The Greak Kapok Tree Poetry - Descriptive free verse – innovation (The Rainforest) Non-fiction – A trip to the Amazon			
Maths Cross Curricular	Y3 Number- Place Value Formal Written Calculation- + - x ÷		Y4 Place Value- Number Formal Written Calculation- + - x ÷ Measure – perimeter (see D&T)		Y3 Formal Written Calculation- x ÷ Measurement- money Statistics (see science & geography) Measurement- Length Fractions		Y4 Formal Written Calculation- x ÷ Measure – area Fractions Number - Decimals		Y3 Fractions Measurement- Time Geometry- Angles and properties of shape Measurement- Mass Measurement- Capacity		Y4 Number- Decimals Measurement- Money Measurement- Time Statistics (see science) Geometry – Angles and 2D shapes / position & direction. (see art)	

<p>Science</p>	<p>Significant figure – Thomas Edison Electricity – Identify when a lamp will light in a simple series circuit, explore how electricity is transported, understand the difference between a series and parallel circuit, explain how to recognise electrical conductors and insulators, describe the basic parts of a circuit, know how to work safely with electricity.</p> <p>Significant figure – Fadji Zaouna Maina (hydrologist) States of Matter / water cycle - Compare and group solids, liquids, and gases, investigate the effect temperature has on changing state, understand diluting and dissolving, understand evaporation and condensation, understand the water cycle, describe freezing and melting (linked to Geography - cloud in a jar STEM enquiry.)</p>	<p>Significant figures – Mo-ti and Aristotle (the camera obscura – pinhole camera – and light travelling in straight lines) Light - Explain how shadows are formed, exploring Light and light sources, understand different types of mirrors, know what a periscope is and how it is used, explain how reflective surfaces help keep us safe, recognise that light from the Sun can be dangerous and that there are ways to protect your eyes</p> <p>Sound – Ernst Mach (the speed of sound) Christine Darden (sonic booms) Describe how sound travels, explain what causes sound, compare the speed of sound and the speed of light, compare sounds in solids, liquids, and gases, describe different sounds (<i>linked with music – elements of music</i>) explain how to protect your ears</p>	<p>Significant figure - Jane Colden (botanist) Plants: Life cycles - Describe how plants soak up water, describe the life cycle of a plant, explain how plants make their own food, name the parts of the flower, and describe what they do, describe the process of pollination, describe the different ways plants share their seeds Plants: the world of plants - Describe the process of germination in seeds and bulbs, explain how water and food moves around a plant, asexual reproduction in plants, describe the features of non-vascular plants (<i>link to previous science unit – how plants soak up water</i>), explore extraordinary plants and fungi</p> <p>Significant figures - Greta Thunberg/Alexander Von Humbolt Ecology and Conservation – Human Impact (<i>linked to previous science work on ecosystems (mountains).</i>) Explore the rainforest and its problems.</p>
<p>Physical Education</p>	<p>Football</p> <ul style="list-style-type: none"> • Dribble with the ball • Pass using the side of foot • Turn with the ball and intercept from an opponent • Shoot accurately and powerfully • Use attacking strategies to outwit an opponent • Perform a role within a football game <p>Basketball</p> <ul style="list-style-type: none"> • Catch and use the chest pass • Use the bounce and overhead passes • Dribble with control • Perform the set shot • Use man to man marking • Use skills in Mini Basketball <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform basic shapes and body conditions • Perform different ways of travelling • Link balances with travelling • Perform partner balances in a routine • Develop a floor routine <p>Hockey</p> <ul style="list-style-type: none"> • Dribble the ball with control • Use the push pass and control the ball • Dribble and pass when moving at speed • Block tackle an opponent safely • Use attacking strategies to outwit opponents • Use skills in Quick sticks • <i>Boccia – links with Paralympians/blind cricket</i> 	<p>Dance</p> <ul style="list-style-type: none"> • Perform a Bollywood dance <p>OAA (outdoor Adventurous Activities)</p> <ul style="list-style-type: none"> • Orienteering • Use verbal communication effectively • Use non-verbal communication effectively • Work effectively as part of a team • Use a map to navigate around a course • Use a map to perform star orienteering 	<p>Athletics</p> <ul style="list-style-type: none"> • Run at different speeds • Throw for distance • Change direction when running • Perform the Standing Triple Jump • Perform relay events as part of a team • Perform events in a Pentathlon <p>Rounders</p> <ul style="list-style-type: none"> • Use the cup catch and underarm throw • Hit the ball when batting • Use the overarm throw when fielding • Bowl to a target • Use the long barrier • Use skills in a game situation <p>Athletics</p> <ul style="list-style-type: none"> • Perform the sprinting technique • Perform the underarm and overarm throws with distance • Perform the fling throw with distance • perform the Standing Long Jump • Perform hurdling • Perform events in a Pentathlon <p>Cricket</p> <ul style="list-style-type: none"> • Use the underarm bowl • Use the correct stance and hit the ball when batting • Perform close catching • Perform the forward drive shot • Apply cricket skills to modified games • Use skills in Kwik Cricket
<p>CONCEPTS: Understand how to develop a healthy body and mind by knowing how to stay fit and healthy, understand the importance of exercise and living a healthy life; Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes whilst displaying empathy, good communication and respect for all; Understand how to win and lose in a safe environment whilst showing respect for others and good sportspersonship; Understand that having a positive approach, displaying emotional resilience and pride in performance will enhance performance.</p>			

<p>History</p>	<p>Key contexts / figure – Isambard Kingdom Brunel engineering, industrial revolution, achievements, and legacies</p> <p>Historical Enquiry – discuss specific aspects of life in times past (Brunel and the Industrial Revolution) and use evidence to build up a picture of past events</p> <p>Interpretations – Representations of the period in museum, cartoons etc. <i>Who was Brunel? Why was he so important? What is engineering? What was life like at this time? What is Brunel’s legacy?</i></p>	<p>Key contexts / figure – Ancient Greece <i>linked to Geography</i> Olympics, Gods, art, Athens and Sparta</p> <p>Historical Enquiry – Observe intricate details in artefacts and pictures, and begin to use the library and internet for research. Ask a variety of questions to gain a deeper understanding of life in Ancient Greece</p> <p>Range & Depth of Historical Knowledge in Context - Find out about everyday lives of people in Ancient Greece – children should make links to their everyday lives – differences / similarities</p> <p>Interpretations - Look at representations of the period – museum, cartoons etc. and use textbooks and historical knowledge <i>How was life different to the modern day? How did the Olympics begin? What role did the Gods play in everyday lives? What it was like to live as an Ancient Greek in Greece? Was life the same for everyone?</i></p>	<p>Key contexts / figure – The Maya <i>Linked to archaeology (Stone Age to Iron Age), ancient gods (Ancient Greeks), rich and poor (Britain in 1800s)</i> Growth of empire, rich and poor, decline of empire, links to modern day, gods</p> <p>Historical Enquiry – Use a range of sources, observe details in artefacts, discuss specific aspects of life in times past and use evidence to build up a picture of past events</p> <p>Interpretations – Distinguish between various sources and compare versions of events <i>Who were the Maya? In what ways was life different for the rich and poor? Why did the Maya empire fall? What is the link with the rainforest? How do we know about the Maya?</i></p>
<p>Geography</p>	<p>Key project – Rivers of the world Trent, Thames, Nile, Yangtze (features, journey of a river, location, function, human geography, flooding). Understand the structure of a river. What are the similarities and differences?</p> <p>Geographical enquiry – Rivers - Make comparisons using photos satellite images maps and temperatures. Collect and record evidence (visit)</p> <p>Using Maps – compare maps of the same areas, locate places on a map - <i>linked to grid referencing Maths</i></p>	<p>Key project – The country of Greece -What is this country like? Why do people visit? What is life like there? How is the Greek culture similar/different to ours in the UK?</p> <p>Geographical enquiry – Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos / pictures, temperatures in various locations and extend to satellite images, aerial photographs</p> <p>Using Maps – Locate places on large scale maps</p> <p>Style of maps- Use large scale OS maps, begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p>	<p>Key project – The Amazon Rainforest Rainforests of the world, River Amazon <i>links to previous Rivers unit</i>, location, human geography, Brazil - climate, physical/human geography, location</p> <p>Geographical enquiry – Use NF books, stories, atlases, pictures/photos, and internet as sources of information. Investigate places and themes at more than one scale and ask and respond to questions and offer their own ideas.</p> <p>Using Maps – Follow a route on a large-scale map</p> <p>Map Knowledge- Begin to identify significant places and environments</p> <p>Key project – Deforestation Geographical enquiry – analyse evidence and begin to draw conclusions (ask questions to understand why and how) Work with different map scales.</p> <p>Using Maps – identify significant places and environments. Locate places on larger scale maps.</p>

<p>Art</p>	<p>Key project- Water Lillies (Impressionism) Significant Creators - Claude Monet – Water Lilies Pond 1899 – Formal Elements - Colour and composition - mixing tints and shades - Linked to Arcimboldo Technical Skills – imitating a style, use of water colour and pastel, colour mixing with black and white, sketching techniques, reproduction of ‘Water Lillies’ History of Art - Artist study (Tate online - Renoir, Cezanne). What is Impressionism? Painting as an Impressionist – key features of the style</p>	<p>Key project - Greek urn with digital photography Significant Creators – digital artists (various) 3D works – papier-mâché sculpture Formal elements – colour, shape, composition Technical Skills - Digital Art – photography <i>Investigate papier-mâché as a 3D art medium and evaluate, analyse digital art and the use of editing packages such as Photoshop, create a range of digital photographs (portraits) and use digital effects to edit them, plan a 3D piece combining elements of digital photography</i></p>	<p>Key project - Layered mixed media piece (inspired by Rousseau) Significant Creators - Henri Rousseau Technical Skills – Using perspective in composition, using digital tools/graphics programmes (Paint) to create elements (links with Computing), use Paint package to create digital art images, investigate choice of media to create animal image, use papers and other media to create layered backgrounds Formal Elements – depth, colour, and composition History of Art - Investigate art of Henri Rousseau, investigate, and evaluate decoupage as a medium</p> <p>Key project – Sewing - applique leaves and flowers Significant Creators – Katie Essam Formal Elements – shape, form, texture Technical Skills - 2D shapes to 3D product, templates, sewing (blanket stitch, running stitch)</p> <p><i>Investigate and evaluate applique products, research work of Katie Essam (British textile artist) - (video call), learn and practise running stich and blanket stitch and evaluate effectiveness, plan finished piece, create simple applique tile reflecting an aspect of the rainforest (leaves/flower)</i></p>
<p>Design and Technology</p>	<p>Key project - pneumatics: Using pneumatics to create a lifting bridge</p> <p>Design - What types of bridge are used around the world? Are all bridges suitable for all situations? How have bridge designs changed over time? Create a realistic design, matching the brief given by an expert. <i>(Linked with Computing)</i> Look at how pneumatics work. Make comparisons with hydraulics. Make - Select appropriate materials for construction of prototype bridges. Measure, mark and cut with some accuracy to create housing for pneumatics. Evaluate - Are our planned bridges fit for purpose? How might they be improved? Would they be suitable if the situation were changed (e.g., more/heavier traffic using the bridge.)</p>	<p>Key project - Circuits and switches - <i>linked to Term 1 electricity, current topic ‘light’</i> Create transparent structure (character) to aid emission of light</p> <p>Design - How do we create a circuit that will light a bulb? How will we make/break our circuit to turn our light on and off? What materials conduct electricity? Which materials insulate? What do we need to consider when creating a product that uses electricity? How will we keep it safe for our users? Make - Select appropriate materials to meet purpose and aesthetic requirements. Consider the properties of materials carefully (transparency, conductivity etc.) Test the electronic components throughout the build and problem-solve accordingly. Evaluate - Are our lights fit for purpose? Is the circuit robust enough for repeated use? Do the aesthetics meet the brief?</p>	<p>Key project – Mechanical Systems - Levers and linkages – moving rainforest animal <i>Linked to moving pictures in KS1</i></p> <p>Using levers and linkages to create a rainforest animal with moving parts</p> <p>Design - look at existing products that use levers and linkages on both a large and small scale (e.g pop-up books, machinery etc.). How do levers and linkages work? What are the different types? What are some ways we can create a simple device? Make - Select materials appropriate to the brief. Evaluate - How do our toys compare with the products we researched? How might they be improved?</p>
<p>Computing</p>	<p>Key project – bridge building simulators</p> <p>How do digital simulations allow users to solve problems and test ideas? Look at real-life examples of when simulations are important – pilot training, engineering, electronics etc. Know that variables can be changed within a digital simulation to achieve a specific outcome - what can we do to problem-solve when our idea hasn’t worked?</p> <p>Attempt to create a simulation of a bridge to meet design criteria given by Brunel (links with History and DT)</p>	<p>Key project – Creating a database about Greece Why do we use databases?</p> <p>Create appropriate graphs using Excel to show comparative population sizes, temperatures, rainfall (within Greece – mountains, coast, islands etc., and between Greece and the UK)</p> <p>Collect and enter information accurately</p> <p>Ask and answer questions using existing databases and graphs (links with maths and geography.)</p>	<p>Key project – online communication - deforestation Know that email addresses have a particular format and that e-mails can be used to send messages between individuals and groups. Know that electronic communication can take a variety of forms e.g., email / blogging / instant messaging / Skype / FaceTime</p> <p>Work collaboratively to create and format a series of blog posts about their deforestation learning to present to a wider, online audience (links with geography). Compose an email to Greta Thunberg (links with science and writing.)</p>

<p>Music</p>	<p>Blackbird <i>Styles/artists covered</i> - The Beatles <i>Topics and cross curricular links</i> - Civil rights. The development of Pop music. Interrelated dimensions of music. <i>Links to other units</i> - Dancing In The Street (Scheme Year 6). <i>Musical instrumental progression</i> - Key C, Notes EFGC, Dotted Minims, Minims, Semibreves Crotchets, <i>Progression for improvisation and composition</i> - Notes CDEGA</p>	<p>Glockenspiel Stage 1 <i>Styles/artists covered</i> - Learning basic instrumental skills by playing tunes in varying styles <i>Topics and cross curricular links</i> - Introduction to the language of music theory and composition. Interrelated dimensions of music. <i>Links to other units</i> - Glockenspiel Stage 2 Using scores/notation in the units. <i>Musical instrumental progression</i> - - Key multiple, Notes EFGABC, semibreves, rests, minims</p>	<p>Glockenspiel Stage 2 <i>Styles/artists covered</i> - Learning basic instrumental skills by playing tunes in varying styles <i>Topics and cross curricular links</i> - Introduction to the language of music theory and composition. Interrelated dimensions of music. <i>Links to other units</i> - Using scores / notation in all units. <i>Musical instrumental progression</i> - Key multiple, Notes C,D,E,F,G, semibreves, rests, crotchets, minims <i>Progression for improvisation and composition</i> - - Notes CDE</p>	<p>Bringing Us Together <i>Styles/artists covered</i> - Disco/Anthem <i>Topics and cross curricular links</i> - Music unites us, friendship, kindness. Interrelated dimensions of music. <i>Links to other units</i> - Friendship Song (Scheme Year 2). <i>Musical instrumental progression</i> - Key C, Notes GAC, Crotchets, Quavers, Dotted Quavers, Minims, Minim rests, Crotchet rests <i>Progression for improvisation and composition</i> - Notes CDEGA</p>
<p>PSHE RSE</p>	<p>Relationships – How can we be a good friend? Friendship, making positive friendships, managing loneliness, dealing with arguments. Living in the wider world – choices in the environment (links to pollution in Project work) Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions. Health & wellbeing – What makes a community? Community; belonging to groups; similarities and differences; respect for others. External visitor – Laura from Green Peace</p>	<p>Living in the wider world – What jobs would we like? (Links to DT project, electricity) Self-esteem: self-worth; personal qualities; goal setting; managing setbacks. Health and Wellbeing – What makes a community? (Links to DT project, electricity) Belonging to groups; similarities and differences; respect for others.</p>	<p>Health & wellbeing (Y4) - how will we grow and change? (Links to science – life cycles/change) Growing and changing; puberty Relationships – How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights.</p>	
<p>Religious Education</p>	<p>Hinduism Significant figures- Ganesh Chaturthi Celebration -festival of Janmashtami <i>Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning.</i></p>	<p>Christianity - Easter Significant figures: Jesus, God Celebration: Lent, Holy week <i>To explain why Christians, take part in Lent, to know and talk about what happens at Easter, to explain why we have Palm Sunday, to know what the ‘Eucharist’ symbolises. What happens when someone dies? To know why Resurrection is so important to Christians.</i></p>	<p>Islam - Hajj - The Hajj is one of the Five Pillars of Islam Significant figures: Allah, linked to KS1 - Prophet Mohammed Celebration: Eid- ul – Adha <i>To discuss what a believer might learn from the story of Ibrahim and Ishma’il? How and why do Muslims give food to others during Eid ul-Adha? How and why do Muslims celebrate Eid ul-Adha? What does Eid ul-Adha mean to members of your local community? To be able to name five distinct reasons why people choose to give to charity. What does the word sacrifice mean? To know similarities or differences between the story of Ibrahim (Abraham) and Christian parables.</i></p>	

Languages

French

Greetings and name

Family

Numbers 0-12

Age

The farmer's in his den

Numbers 11-20

(Repeat above unit in both cycles to support children beginning French in Y3. Year 4 children to focus on building confidence with pronunciation.)

Favourite playground games

Look at me

Happy Birthday

Come to my party

Party Games

Speaking and listening – perform simple communicative tasks using single words phrases and short sentences. Listen for specific words and phrases

Reading & Writing - Recognise some familiar words in written form. Experiment with the writing of simple words. Read some familiar words and phrases aloud and pronounce them accurately.

Culture – learn about different languages spoken in the school.

French

Numbers 21-30

Dates

Grandmère Denise

L'argent de poche

Likes and dislikes

C'est combien?

Toy advert

Speaking and listening – Listen and respond to simple rhymes, stories, and songs. Listen and respond to sound patterns and words.

Listen for sounds, rhyme, and rhythm.

Reading & writing - Make links between some phonemes, rhymes and spellings and read aloud familiar words.

Culture - Learn about ways of travelling to the country/counties

French

Our sporting lives

Diary of activities

Our sporting lives

Healthy eating

The four friends

Speaking and listening – Memorise and present a short, spoken text. Listen attentively and understand instructions, everyday classroom language and praise words.

Reading & writing - Read and understand a range of familiar written phrases.

Culture - Learn about festivals and celebrations in distinct cultures. [\(Links to RE & PSHE\)](#)