

Curriculum Plans for Year 3/4 - Cycle A

Updated Version 12.11.14

	INCREDIBLE ICE AGE	THE EGYPTIANS	RAINFORESTS
	What changes did the Ice Age cause?	What was life like in Ancient Egypt?	Why are rainforests important?
	AUTUMN	SPRING	SUMMER
LITERACY	<u>Narrative</u> Stig of the Dump (4 weeks)	<u>Myths and Legends</u> Egyptian Gods (4 weeks)	<u>Narrative</u> The Great Kapok Tree (4 weeks)
	<u>Explanations and Instructions</u> (4 weeks)	<u>Information Texts</u> (3 weeks)	<u>Fairy Tales and Play Scripts</u> Hansel and Gretel - Anthony Browne (3 weeks)
	<u>Visual Literacy</u> Ice Age (3 weeks)	<u>Performance Poetry</u> (2 weeks)	<u>Information Texts</u> (3 weeks)
		<u>Adventure Stories</u> The Gold and the Grave (3 weeks)	
Grammar (within Literacy)	<u>Y3</u> Use of adverbs to begin a sentence (e.g. <i>suddenly...</i> , <i>carefully...</i>) Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) Appropriate use of nouns or pronouns to avoid ambiguity and repetition Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation		<u>Y4</u> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Use of paragraphs to organise ideas around a theme Introduction of devices to build cohesion (e.g. <i>then, after that, this, firstly</i>) Appropriate choice of pronoun or noun across sentences
Grammar (discreet)	<u>Y3</u> <ul style="list-style-type: none"> • Word families based on common words • Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said</i>) • Further work on speech marks to punctuate direct speech • Use of commas after a subordinate clause at the beginning of a sentence (e.g. <i>Although it was raining, we went out to play.</i>) <u>Y4</u> <ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) 	<u>Y3</u> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i> • Introduction of the grammatical difference between plural and possessive <i>-s</i> • Teach when to use/not to use an apostrophe for <i>it's/its</i> <u>Y4</u> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive <i>-s</i> • Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) • Use of commas for 'drop-ins' (e.g. <i>Mrs Jones, our teacher, is amazing.</i>) • Use of commas after a subordinate clause at the beginning of a sentence (e.g. <i>Although it was raining, we went out to play.</i>) 	<u>Y3</u> <ul style="list-style-type: none"> • Identifying main and subordinate clauses in complex sentences • Introduction of apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boy's boot</i>) <u>Y4</u> <ul style="list-style-type: none"> • Fronted adverbials (e.g. adverb <i>I'll go to bed soon/adverbial phrase <i>I'll go to bed in an hour/adverbial clause <i>I'll go to bed when I've finished my book</i></i>)</i> • Consolidation of apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boot</i>)

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Numeracy	<p><u>Number and Place Value</u> - comparing numbers/recognising place value</p> <p><u>Addition and Subtraction</u> - add and subtract 3/4 digit numbers</p> <p><u>Multiplication and Division</u> - learn multiplication and division facts</p> <p><u>Fractions</u> - recognise unit and non-unit fractions</p> <p><u>Measures</u> - length (m/cm/mm)</p> <p><u>Geometry</u> - Properties of shapes</p> <p><u>Statistics</u> - interpreting data</p>	<p><u>Number and Place Value</u> - counting in multiples/solving number and practical problems</p> <p><u>Addition and Subtraction</u> - estimate and use inverse operations</p> <p><u>Multiplication and Division</u> - multiply and divide 2 and 3 digit numbers</p> <p><u>Fractions</u> - add and subtract fractions/round decimals</p> <p><u>Measures</u> - time</p> <p><u>Geometry</u> - 3D shape</p> <p><u>Statistics</u> - bar charts</p> <p><u>Position and Direction</u> - co-ordinates in the first quadrant</p>	<p><u>Number and Place Value</u> - numerical systems/negative numbers</p> <p><u>Addition and Subtraction</u> - solve worded problems</p> <p><u>Multiplication and Division</u> - recognise and use factor pairs</p> <p><u>Fractions</u> - find fractions by dividing numbers by 10 and 100</p> <p><u>Measures</u> - mass/volume/capacity</p> <p><u>Geometry</u> - comparing angles</p> <p><u>Statistics</u> - line graphs</p> <p><u>Position and Direction</u> - translation</p>
Geography	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
	<p><u>Mapping Skills, Glaciation and Land Change</u></p> <p>Locate the world's countries, using maps to focus on Europe and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (France).</p> <p>Human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p> <p>Identify the position and significance of Arctic and Antarctic Circle.</p>	<p style="text-align: center;"><u>The River Nile</u></p> <p>Name and locate key topographical features (including hills, mountains, coasts and rivers),</p> <p>Human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p style="text-align: center;"><u>South America and Topographical Features</u></p> <p>Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night).</p>
History	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae.</p>	<p><u>The Achievements of the Earliest Civilizations</u></p> <p>An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p>	

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Science	<p style="text-align: center;"><u>Animals and Humans (Yr3 and 4)</u></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>Identify that humans and some animals have skeletons and muscles for support, protection and movement. 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>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p style="text-align: center;"><u>Light (Yr3)</u></p> <p>Notice that light is reflected from surfaces Find patterns that determine the size of shadows.</p> <p style="text-align: center;"><u>Sound - (Yr4)</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <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 style="text-align: center;"><u>Plants (Yr3)</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. 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>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p style="text-align: center;"><u>All Living Things (Yr4)</u></p> <p>Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
RE	<p style="text-align: center;"><u>Worship, Pilgrimages and Sacred Places</u></p> <p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>	<p style="text-align: center;"><u>Symbols and Religious Expression</u></p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.</p> <p>Use specialist vocabulary in communicating their knowledge and understanding</p> <p>Reflect on what it means to belong to a faith community, communicating their own and others responses thoughtfully</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p>	<p style="text-align: center;"><u>Teachings and Authority</u></p> <p>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p> <p>Identify and begin to describe the similarities and differences within and between religions.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Discuss their own and others views of religious truth and belief, expressing their own ideas clearly</p>
E - Safety (SWeFL - Digital Literacy)	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		
	<p style="text-align: center;"><u>Powerful Passwords</u></p> <p>Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p> <p style="text-align: center;"><u>Writing Good Emails</u></p> <p>Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.</p>	<p style="text-align: center;"><u>My Online Community</u></p> <p>Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p>	<p style="text-align: center;"><u>Show Respect Online</u></p> <p>Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p>

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Computing	<p style="text-align: center;"><u>Multi- media</u></p> <p><u>Understanding and using technology in our lives</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p style="text-align: center;"><u>E- safety</u> <u>Data handling</u></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p style="text-align: center;"><u>Programming</u></p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</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>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
D&T	<p style="text-align: center;"><u>Moving Ice Age Pop-up Books</u></p> <p>Understand and use mechanical systems in their products, such as levers.</p>	<p style="text-align: center;"><u>Egyptian Bread</u></p> <p>Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</p>	<p style="text-align: center;"><u>Rainforest Cam Toys</u></p> <p>Understand and use mechanical systems in their products, such as cams.</p>
Food & Nutrition	<p style="text-align: center;"><u>Hunting and Gathering</u></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p style="text-align: center;"><u>Egyptian Diet</u></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p style="text-align: center;"><u>Growing Seasons</u></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Art & Design	<p style="text-align: center;"><u>Cave Paintings/Aboriginal Art</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>	<p style="text-align: center;"><u>Paul Klee-Hieroglyphics</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>	<p style="text-align: center;"><u>Drawing-Rainforest Nature and Patterns</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		
	<p style="text-align: center;"><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Hey hey we're the Monkeys' and 'Ain't no Mountain High Enough'.</p> <p><u>Develop an understanding of the history of music, drawn from different traditions and from great composers and musicians.</u></p> <p>Study the music created by cavemen.</p>	<p style="text-align: center;"><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Cleopatra', 'Amazing Egyptians' 'The Gift of the Nile' and 'Make a Mummy'.</p> <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <p><u>Use and understand staff and other musical notations.</u></p> <p>Play and perform 'Pharaoh Story'.</p>	<p style="text-align: center;"><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Lonely Jaguar' and 'It takes a hundred years'.</p> <p><u>Appreciate and understand a wide range of high-quality live and recorded music.</u></p> <p>Study the musical sounds of the rainforest.</p>

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PE	<p style="text-align: center;">Use running, jumping, throwing and catching in isolation and in combination.</p> <p style="text-align: center;">Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p> <p style="text-align: center;">Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.</p> <p style="text-align: center;">Perform dances using a range of movement patterns.</p> <p style="text-align: center;">Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p style="text-align: center;">Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p><u>Gymnastics</u>: Symmetry & Asymmetry</p> <p><u>Dance</u>: The Evolution of Man</p> <p><u>Games</u>: Multi-skills Activities</p> <p><u>Invasion Game</u>: Basketball</p>	<p><u>Gymnastics</u>: Weight Transference</p> <p><u>Dance</u>: Walk like an Egyptian</p> <p><u>Games</u>: Hockey</p> <p><u>Invasion Ball Skills</u>: Football</p>	<p><u>Gymnastics</u>: Rolling</p> <p><u>Dance</u>: The Rainforest (Plants and Animals)</p> <p><u>Net/Wall Games</u>: Tennis</p> <p><u>Striking and Fielding Games</u>: Cricket</p>
MFL	<p style="text-align: center;">Listen attentively to spoken language and show understanding by joining in and responding</p> <p style="text-align: center;">Present ideas and information orally to a range of audiences*</p> <p style="text-align: center;">Appreciate stories, songs, poems and rhymes in the language</p> <p style="text-align: center;">Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p>		
	<p><u>Describing the Environment</u></p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p><u>Describing Egyptian People</u></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Describe people, places, things and actions orally*.</p>	<p><u>Animals and the World</u></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>
SMSC	<p>New Beginnings</p>	<p>Going for Goals</p>	<p>Changes/ Looking After Me</p> <p>Life Education Caravan</p>