

Curriculum Plans for Year 3/4 - Cycle B

Updated Version 12.11.14

	THE VICTORIANS	NATURAL DISASTERS	THE ROMANS
	Why was life different for Victorians?	Tell me more about Natural Disasters...	What did the Romans do for us?
	AUTUMN	SPRING	SUMMER
LITERACY	<u>Instructions</u> Jumping Jacks (2 weeks)	<u>Exploring Poetry</u> Shape Poems (2 weeks)	<u>Narrative</u> The Eagle of The Ninth (4 weeks)
	<u>Narrative</u> Street Child (4 weeks)	<u>Narrative</u> Hurricane (4 weeks)	<u>Performance Poetry</u> Haiku's (2 weeks)
	<u>Information Texts</u> (3 weeks)	<u>Newspapers/Blogs</u> (2 weeks)	<u>Reports</u> (4 weeks)
	<u>Letters and Diaries</u> (2 weeks)	<u>Information Texts</u> (3 weeks)	
Grammar (within Literacy)	<p><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</p>		<p><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</p>
Grammar (discreet)	<p><u>Y3</u></p> <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>) <p><u>Y4</u></p> <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>) 	<p><u>Y3</u></p> <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> <p><u>Y4</u></p> <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>) 	<p><u>Y3</u></p> <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>) <p><u>Y4</u></p> <ul style="list-style-type: none"> • Fronted adverbials (e.g. adverb <i>I'll go to bed soon</i>/adverbial phrase <i>I'll go to bed in an hour</i>/adverbial clause <i>I'll go to bed when I've finished my book</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/Roman numerals</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/length</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>Location Knowledge</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><u>Human and Physical Geography</u></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p><u>Human and Physical Geography</u></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>
History	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>The changing power of monarchs using case studies such as Victoria.</p> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>A significant turning point in British history, e.g. the first railways.</p>		<p><u>The Roman Empire and its impact on Britain</u></p> <p>Julius Caesar's attempted invasion in 55-54 BC.</p> <p>The Roman Empire by AD 42 and the power of its army.</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, e.g. Boudicca.</p> <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland).</p> <p><u>A local history study</u></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

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Science	<p style="text-align: center;"><u>Electricity (Yr4)</u></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.</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><u>Link to Computing</u> -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><u>Link to DT</u> -understand and use electrical systems in their products.</p>	<p style="text-align: center;"><u>Rocks (Yr3)</u></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 rocks</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p style="text-align: center;"><u>States of Matter (Yr4)</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p style="text-align: center;"><u>Forces and Magnets (Yr3)</u></p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
RE	<p style="text-align: center;"><u>Inspirational People</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>Reflect on sources of inspiration in their own and others' lives.</p>	<p style="text-align: center;"><u>Religion and the Individual</u></p> <p>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p> <p>Describe the variety of practices and ways of life that are closely connected to beliefs and teachings.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways.</p>	<p style="text-align: center;"><u>Religion, Family and the Community</u></p> <p>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p> <p>Describe the variety of practices and ways of life that are closely connected to beliefs and teachings.</p> <p>Reflect on what it means to belong to a faith community, communicating their own and others responses thoughtfully</p> <p>Discuss their own and others views of religious truth and belief, expressing their own ideas clearly</p>

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E - Safety <small>(SWGfL - Digital Literacy)</small>	<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><u>Rings of Responsibility</u></p> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p>	<p><u>Private and Personal Information</u></p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>	<p><u>The Power of Words</u></p> <p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p>
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. Understanding and using technology in our lives Data handling</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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. E- safety Multi- media</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Programming</p>
D&T	<p><u>Victorian Photograph Frames</u></p> <p>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing accurately. <u>Link to Science</u> - understand and use electrical systems in their products.</p>	<p><u>Wind Chimes</u></p> <p>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p>	<p><u>Roman Bullas</u></p> <p>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, joining and finishing, accurately.</p>
Food and Nutrition	<p><u>Can I have some more please?</u></p> <p>Understand and apply the principles of a healthy and varied diet.</p>	<p><u>Rescue Centre Meal</u></p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><u>Italian Pizzas</u></p> <p>Prepare and cook pizza predominantly savoury dishes using a range of cooking techniques</p>
Art & Design	<p><u>Painting - William Morris</u></p> <p>To improve their mastery of art and design techniques, including drawing and with a range of materials (e.g. pencil and paint). About great artists, architects and designers in history.</p>	<p><u>Sculptures - Andy Goldsworthy</u></p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. clay). About great artists, architects and designers in history.</p>	<p><u>Ceramics</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>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		

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Music	<p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Dilly Dally', 'Song of the Social Classes' and 'School Song'.</p> <p><u>Develop an understanding of the history of music, drawn from different traditions and from great composers and musicians.</u></p> <p><u>Use and understand staff and other musical notations.</u></p> <p>Study the Victorian composer Edward Elgar, listening to his compositions and looking at musical notation.</p>	<p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Singing in the Rain', 'Weather with you', 'Blame it on the Weatherman' and 'Walking on Sunshine'.</p> <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <p>Play and perform weather themed musical ensemble.</p>	<p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Ba Ba Ba Boudicca' and 'Just like a Roman'</p> <p><u>Appreciate and understand a wide range of high-quality live and recorded music.</u></p> <p>Study the music of Roman times.</p>
PE	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p><u>Gymnastics:</u> Balance</p> <p><u>Dance:</u> Chimney Sweeps</p> <p><u>Games:</u> Multi-skills Activities</p> <p><u>Invasion Game:</u> Netball</p>	<p><u>Gymnastics:</u> Receiving Body Weight</p> <p><u>Dance:</u> Tornado/Earthquake</p> <p><u>Games:</u> OAA</p> <p><u>Invasion Game:</u> Tag Rugby</p>	<p><u>Gymnastics:</u> Travelling with a Change of Front and Direction</p> <p><u>Dance:</u> Gladiators</p> <p><u>Games:</u> Cricket and Athletics</p>
MFL	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p>		
	<p><u>All About Me</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>Weather and 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>Food and the Body</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/ Say no to bullying</p>	<p>RELATIONSHIPS</p>	<p>Good to be me (Looking After Me Life Education Caravan)</p>

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