

Year Group/Phase: Year 3/4		Academic Year: 2017/2018	
Term and theme	<p>Autumn</p> <p>Heroes and Villains</p> <p>Start with a Wow! Client - A new museum curator has contact our school to ask for our help to creating a new exciting museum. We have been commissioned to turn our school into a unique museum experience showcasing our expertise and learning in exhibits.</p> <p>End topic on a high! School museum open afternoon. Each classroom to be turned into a museum exhibit based on our topic of learning.</p> <p>Trips/events: Royal Albert Memorial Museum, Bygones museum, Museum curator talk, Visit/talk from a WW2 survivor (Frances), Exeter High street walk linked to the Blitz. Polish Night Fighters parade and memorial to remember and commemorate the pilots who patrolled the skies over Exeter.</p>	<p>Spring</p> <p>Space Invaders</p> <p>Start with a wow! Meteorite landing in the school playground. Enquiry questions. Client NASA and UK space agency researching other potential planets what one day humans could inhabit due to increase in population and less land due to pollution, climate change, rising sea levels and landfill sites.</p> <p>End on a High! Futuristic fashion show using reclaimed materials and pieces of space junk.</p> <p>Trips/events: 'StarDome' An inflatable portable dome with a 360 degree cinema experience of the solar system. Stargazing evening at school with hot chocolate, blankets and telescopes for staff, pupils and parents. Exeter university workshop by their physics and astronomy department.</p>	<p>Summer</p> <p>Wonders of the World (To include ancient wonders, natural wonders, modern wonders, industrial wonders of the world)</p> <p>Start with a wow! To be decided.</p> <p>End on a High! To be decided.</p> <p>Trips/events: To be arranged.</p>
	<p>MoE/ English</p> <p>Informal letters</p> <p>formal letters</p> <p>Persuasive writing</p> <p>Descriptive writing</p> <p>Speeches</p> <p>Diary Entries</p> <p>Poetry</p>	<p>Non-fiction</p> <p>Recounts</p> <p>News reports</p> <p>Newspaper reports</p> <p>Fiction - space adventures</p> <p>Biographies</p>	<p>Non-fiction</p> <p>Factual</p> <p>Explanation</p> <p>Non-chron reports</p> <p>Formal letter</p> <p>Fiction</p>
	<p>Maths</p> <p>Number sense</p> <p>Additive Reasoning, including subtraction</p> <p>Multiplicative Reasoning, including division</p> <p>Fractions including decimals</p>	<p>Maths</p> <p>Number sense</p> <p>Additive Reasoning, including subtraction</p> <p>Multiplicative Reasoning, including division</p> <p>Fractions including decimals</p>	<p>Maths</p> <p>Number sense</p> <p>Additive Reasoning, including subtraction</p> <p>Multiplicative Reasoning, including division</p> <p>Fractions including decimals</p>

	Measurement including Time Geometric Reasoning Statistics	Measurement including Time Geometric Reasoning Statistics	Measurement including Time Geometric Reasoning Statistics
Science	<p>Forces and Magnets: Compare how things move on different surfaces. 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. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Electricity: 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 circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Earth and Space: Describe the movement of the Earth and the other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, earth and the moon as approximately spherical bodies. Use the earth's rotation to explain day and night and the apparent movement of the sun across the sky. Our Earth's ecosystems and biomes. What makes Earth unique and what does it need for life. Our moon and its phases. The heliocentric solar system and how views have evolved over time.</p> <p>States of Matter: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure the research at which temperature this happens. Identify evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Plants: identify and describe the functions of different parts of flowering plants such as roots, stem/trunk, 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. Investigate the way in which water is transported within plants. Explore the part of that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Living things and their habitats: 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 wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Humanities	<p><u>WW2</u></p> <p>History: Heroes and villains of WW2. A world wide and local history study. Study will include: Sir Winston Churchill speeches, dig for victory, the Blitz, Everyday life for both British and German families, the role of civilian men and women focusing on the home guard and the land girls, Child evacuation, Anne Frank and the unjust laws and sanctions on Jewish people,</p>	<p><u>Space</u></p> <p>History: First space missions and their impact on the world today. First moon landing and other Apollo missions, current missions, Neil Armstrong and Tim Peake. The role of the UK Space agency, NASA and research carried out by Exeter University.</p> <p>Geography: To identify the position and significance of latitude,</p>	<p><u>Wonders of the world</u></p> <p><u>(Ancient wonders, Natural wonders and Modern wonders, Industrial wonders of the world)</u></p> <p>History: Earliest civilisations to present day wonders of the world.</p> <p>Geography: To describe and understand key aspects of physical geography, including: climate zones, biomas and vegetation belts, rivers,</p>

	<p>Holocaust memorial poems.</p> <p>Geography: Use maps, atlases, digital/computer mapping to locate features studied. Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the place studied.</p>	<p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones.</p>	<p>mountains, volcanoes and earthquakes. 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
DT and Art	<p><u>Anderson Shelters</u></p> <p>DT: Materials. Use materials and suitable techniques to construct individual Anderson shelters. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using wooden dowels, saws and bench hooks.</p> <p><u>Blitz paintings</u></p> <p>Art: Paintings of the blitz. Fiery night sky with silhouettes of buildings including Exeter Cathedral.</p> <p>Cooking: Dig for Victory and link to harvest festival performance. WW2 recipes including 'murkey' a traditional wartime Christmas dinner.</p>	<p><u>Space Paintings</u></p> <p>Art: Watercolour paintings. Sea and Sky scapes. Explore colour, masking techniques, stretching water colour paper, dabbing and colour bleeding.</p> <p><u>Futuristic Space Clothing Fashion Show</u></p> <p>DT: Materials and reclaimed materials. Designing and constructing clothing for a fashion show. Manipulating and combining materials to produce an end product. Showing responsibility for our roles on earth and limiting the use of landfill sites.</p>	<p><u>Wonders of the world</u></p> <p>Art: Perspective drawings linked to natural and man-made wonders of the world.</p> <p>Textiles: Basic skills of cross stitch and back stitch, colour fabric, weavings, fabric distortion. Explore fabrics and patterns for other cultures and times.</p> <p>Cooking: Explore foods from around the world.</p>
PE	<p><u>Outdoor</u> - Saints Sports School. Use running, jumping, throwing and catching in isolation and in combination. Play a variety of competitive games and apply basic principles suitable for attacking and defending. Football tournament.</p> <p><u>Indoor - Dance and music.</u> Wartime dance, swing dance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Outdoor</u> - Saints Sports School. Use running, jumping, throwing and catching in isolation and in combination. Play a variety of competitive games and apply basic principles suitable for attacking and defending.</p> <p><u>Indoor - Gymnastics.</u> Develop flexibility, strength, technique, control and balance.</p>	<p><u>Outdoor</u> - Saints Sports School Athletics. Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><u>Indoor - Swimming.</u> Use a range of strokes effectively for example front crawl, backstroke and breaststroke. Swim competently, confidently and proficiently over a distance of at least 25 metres. Perform safe self-rescue in different water-based situations.</p>

<p>RE</p>	<p><u>Inspiration People</u></p> <p>How should we live and who can inspire us?</p> <p>What positive examples have people given that show us how to live?</p> <p>What values and communities have inspired or been taught by founders of faiths or community, leaders, believers and specific community?</p> <p>How have the actions and example of people of faith or belief changed the world?</p> <p>How might we change our lives in the light of the qualities demonstrated by other people?</p> <p><u>Christmas Story</u></p> <p>Retell the story of the journey Mary and Joseph took from Nazareth to Bethlehem. Make comparisons with the different interpretations within the bible.</p>	<p><u>The journey of life and death</u></p> <p>What do people belief about life?</p> <p>What feelings do people experience in relation to birth, change, death and the natural world.</p> <p>What answers might be given by themselves and by religions to questions about: the meaning of life? our place in society and the natural world? the existence of God? the experience of suffering? life after death?</p> <p><u>Easter Story</u></p> <p>Reenactment the Easter story and perform in Church as part of the Easter service.</p>	<p><u>What is important to me?</u></p> <p>Who am I and what does it mean to be human? (physical and non physical)</p> <p>Where do I belong? (school, home, family, tradition, cultures, organisations, community, the UK, the global community)</p> <p>What am I worth?</p> <p>How might stories, hymns and prayers help people understand more about themselves and their relationships?</p>
<p>Cooking & Nutrition</p>	<p><u>Food Preparation and Cooking</u></p> <p><u>WW2 recipes</u></p> <p>Yrs 5-8 Key Fact 1: That there is a variety of ingredients that can be used for cooking.</p> <p>Yrs 5-8 Key Fact 2: That there are lots of different pieces of equipment used in cooking, some of which have special jobs.</p> <p>Yrs 5-8 Key Fact 3: There are a number of basic food skills which enable us to cook a variety of dishes.</p>	<p><u>Food Preparation and Cooking</u></p> <p>Yrs 5-8 Key Fact 4: That it is important to store, prepare and cook food safely and hygienically.</p> <p>Yrs 5-8 Key Fact 5: When planning to cook, we need to consider the time of day, person and occasion.</p>	<p><u>Food Preparation and Cooking</u></p> <p><u>Recipes around the world</u></p> <p>Yrs 8-11 Key Fact 1: Around the world people use a range of different ingredients, equipment and cooking techniques to prepare food.</p> <p>Yrs 8-11 Key Fact 2: When cooking we need to consider current healthy eating advice, the needs of the different people and occasions.</p>
<p>PSHE, UNCRC - United Nations Convention for the Rights of Children (Unicef 1989 children's rights) and British Values</p>	<p><u>New Beginnings</u></p> <p><u>The rule of Law-British Values</u></p> <p>Demonstrate children's ability to articulate how and why good behaviour is needed in school and illustrate how they understand and can abide by the rules and laws that directly affect them.</p> <p>State how they learn about being responsible and what happens when people contravene rules and laws in different contexts.</p> <p>Unicef Article 12 and 40</p>	<p><u>Getting on and falling out</u></p> <p>Children can express their views confidently and listen to and show respect for the views of others.</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p><u>Good to be me</u></p> <p><u>What does 'proud' mean?</u></p> <p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>Children can identify positive ways to face new challenges.</p>	<p><u>Changes</u></p> <p><u>Are all changes bad?</u></p> <p>Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).</p> <p>Children can understand that change is normal and can explain that changes can be uncomfortable.</p> <p><u>Going for Goals</u></p> <p><u>I find it hard to concentrate, what do I do?</u></p> <p>Children can identify positive ways to</p>

	<p><u>Relationships</u> What makes a good friend? Children can identify some factors that affect emotional health and well-being. Children can identify different types of relationships and can show ways to maintain a good relationship. Children can respond to or challenge negative behaviours such as stereotyping and aggression.</p> <p>Unicef Article 15</p>	<p>Children can make choices about how to develop health lifestyles. Children can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Unicef Article 2 and 29</p>	<p>face new challenges. Children can talk about a range of jobs and explain how they will develop skills to work in the future. Children can explain how their actions have consequences for themselves and others.</p> <p>Unicef Article 6</p>
French	<p>Meeting & greeting</p> <p>Bonjour/au revoir ca va? + replies Je m'appelle ... 1. Bonjour 1. Au revoir 1. Ca va</p> <p>Classroom language & objects</p> <p>ecoutez, regardez, arrêtez, silence, levez-vous, asseyez-vous montrez-moi</p> <p>Members of the family</p> <p>Pets + colour descriptions</p>	<p>Days of the week</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Une semaine Les jours de la semaine</p> <p>Numbers 1-31 1.</p> <p>Where you live</p> <p>J'habite a ... en Angleterre</p> <p>Seasons & compass points 17. Reve d'automne</p>	<p>Months of the year Age, dates, birthdays & festivals J'ai...ans Mon anniversaire, c'est le ... 3. Quel age as -tu ? 3. Jeu des mois 3. Toute une annee</p> <p>Colours Likes & dislikes</p> <p>Tu aimes + colour? Oui, j'aime... Non, je n'aime pas ... 12. Colorie la couronne 4. Bulles de couleur</p> <p>Conversation/presentation about yourself</p> <p>Weather expressions</p> <p>Mon calendrier</p> <p>Weather forecast</p>
Music	<p>WW2 music. Christmas Nativity songs and carols WW2 Harvest song</p>	<p>Vibrations and scifi space sounds. Using everyday reclaimed objects to make sounds.</p>	<p>Body Percussion</p>
Computing and Digital Literacy	<p><u>Internet Safety:</u> To use technology and the internet safely and responsibly. The importance of powerful passwords and keeping private and personal information safe.</p> <p><u>The key to keywords:</u> To use the internet search engines to find and retrieve information based on a chosen project. Present information using Powerpoint Presentation software. To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><u>Internet Safety:</u> To recognise acceptable and unacceptable behaviour. Identify a range of ways to report concerns about content and contact.</p> <p><u>Espresso Coding:</u> Space adventure game. To understand and create simple programs using programming software and simple algorithms. To understand what algorithms re; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p>	<p><u>Internet Safety:</u> To recognise the dangers of communicating on the internet including the use of online games and sharing personal information. Link with NSPCC online safety advice.</p> <p><u>Writing good emails and the power of words:</u> To use computer networks including the internet for communication and collaboration. Explore skype and texting as a means of communication.</p>