

Year Group/Phase: Year 3/4		Academic Year: 2019/2020	
Term and theme	Autumn The Land of the Midnight Sea	Spring The Veitch Family	Summer A Dragon's Place...
MoE/ English	Reports Formal Letters Informal letters Diary entries Non-fiction texts Campaigns Poetry	Formal letters Explanations Diary entries Non-fiction texts	Narrative Script Formal letters Informal letters Poetry
Maths	Number and place value Addition and subtraction Money Multiplication and division measurement Fractions Length Geometry Statistics Time coordinates	Number concepts and place value Mental addition and subtraction Addition Subtraction Money Multiplication Division Fractions inc decimals Geometry – position & direction Measurement Statistics Time	Number concepts and place value Addition and subtraction Money Multiplication and division Measurement Fractions Geometry Time Statistics
Science	Animals (inc humans) <i>- Polar bear nutrition, skeleton, muscles, digestive systems, teeth and their functions- make an information booklet, construct and interpret food chains - an awareness leaflet for children in local schools.</i> Forces and magnets <i>Design and make a magnetic contraption to capture the bears safely and ethically</i> Living things and their habitats <i>-A study of classification in our local environment contrasting to the Arctic circle</i>	Plants Light Electricity	Sound Rocks States of matter
Humanities	Locational knowledge <i>A study of a contrasting location in the World and its characteristics - what is life like on the Arctic circle and surrounding countries? How does it contrast with the landscape in the UK?</i> Human and physical geography Contrasting places <i>To describe and understand key aspects of: rivers, climate zones, the water cycle and economic activity, trade links and the distribution of natural resources including energy, food minerals and water.</i> <i>Britain's impact on Canada</i>	Place knowledge Geography skills and fieldwork A theme in British history - Victorians A local history study	Geographical skills and fieldwork Human and physical features

	Though an independent country, Queen Elizabeth remains nations head of state - her powers mostly symbolic - what does this mean?		
DT and Art	Design and Make Create a safe and ethical contraption to securely gather the polar bears to safety - consider functional properties and aesthetic qualities - consider the scientific areas of Forces and Magnets.	Technical knowledge	Make
PE	Outdoor - Throwing, catching and striking games Indoor - gym	Outdoor - space, scoring games Indoor - Dance	Athletics T Ball
RE	Creation/Fall What do Christians learn from the creation story? How do festivals and family life show what matters to Jewish people?	People of God What is it like to follow God? How do festivals and worship show what matters to a Muslim?	Gospel What kind of World did Jesus want? How and why do religious and non-religious people try to make the World a better place?
Cooking & Nutrition	Healthy and a varied diet - link with computing	Understanding seasonality	Healthy and varied diet - link to science Prepare and cook savoury dishes
PSHE, UNCRC - United Nations Convention for the Rights of Children (Unicef 1989 children's rights) and British Values	BEING HEALTHY I don't like vegetables so why do I have to eat them? (Staying Healthy) What makes a good friend? (Relationships) 24 - All children have the right to good health and quality health care. All children should have clean water, nutritious food and a clean environment so they stay healthy 29 - Education should teach children to respect their natural environment STAYING SAFE Which drugs are most dangerous? (Drug Education) 12 - All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously. 19 - All children have the right to feel safe and be protected. 31 - All children have the right to play and relax, and join in a wide range of activities. Jigsaw programme	MAKING A POSITIVE CONTRIBUTION Why do we have rules? (Citizenship) What does 'proud' mean? (Good to be Me) What do I sometimes feel angry? (Getting on and Falling Out) 12 - All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously. 13 - All children have the right to find out things, and say what they think through speaking, writing, drawing etc unless it breaks the rights of others 19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe. Jigsaw programme	ENJOYING AND ACHIEVING I find it hard to concentrate, what do I do? (Going for Goals) Are all changes bad? (Changes) 29 - All children should respect their natural environment. 31 - All children have the right to play and relax, and join in a wide range of activities. ACHIEVING ECONOMIC WELL-BEING Does money make you happy? (Money Matters) 14 - All children have the right to think and believe what they want and to practise their religion. 19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe. 24 - All children have the right to the best healthcare education, advice and support possible to help them make informed decisions. 29 - Education should prepare children to live responsibly and peacefully in a free society. Jigsaw programme
French	Alphabet Numbers to 20 Embed greetings and introductions Family	Out and about - directions, questions	At the seaside/At the zoo At the restaurant

Music	<p>Learning a wide range of songs of different genres Use voices expressively and creatively by singing songs, speaking chants & rhymes Introduction to musical instruments and their sounds. (ocarinas)</p> <p>Charanga</p>	Charanga	Charanga
Computing	<p>Digital literacy: Follow ESafety programme Follow Algorithm programme with EDiscovery</p>	Use computers as a tool for research and extract facts from the internet safely	<p>Digital literacy: Follow ESafety programme Follow Algorithm programme with EDiscovery</p>