

Year Group: Year 3/4		Academic Year: 2021-22	
Term and theme	Autumn	Spring	Summer
	The Enchanted Woods	Science Museum	Holes in the Road (WW2 focus)
	<p><b>Client:</b> The Enchanted Wood Wildlife Trust.</p> <p><b>Commission:</b> We are team of enthusiastic woodland wildlife volunteers, who are keen to help keep the natural balance of the woodland habitat, for all the animals that live there.</p> <p><b>Trips/events:</b></p> <p>Haldon Forest Discovery Walk.</p> <p>Devon Wildlife Trust Workshop</p>	<p><b>Client:</b> A curator of a science museum</p> <p><b>Commission:</b> Exhibition Planners Corp.- We are a team of efficient exhibition planners, commissioned to produce high quality science exhibitions to be showcased in the science museum. The curator is extremely passionate about healthy living and would like many of the exhibits to be about the human body, healthy lifestyles and physical and mental health.</p> <p><b>Trips/events:</b> Royal Albert Memorial Museum, Bristol Science Museum.</p> <p>'Wonderstruck' Science workshop day. <a href="http://www.wonderstruck.co.uk/contact/">www.wonderstruck.co.uk/contact/</a></p> <p>'Fun science' Science workshops/Free science assemblies. <a href="http://www.fun-science.org.uk/exeter/science-workshops-in-exeter/">www.fun-science.org.uk/exeter/science-workshops-in-exeter/</a></p> <p>Hygienist visit, nurse,</p> <p>?Residential - Escot?</p>	<p><b>Client:</b> Road maintenance team's foreman/person</p> <p><b>Commission:</b> We are an emergency investigation team commissioned to sort out the mess unravelling in and around the scene of the road repair, unaware of a secret ancient WW2 tunnel underneath the site.</p> <p><b>Trips/events:</b> People who help us: Fire brigade, mountain rescue (local resident), ambulance crew, police,...</p> <p>Tiverton museum workshops and WW2 resources boxes. 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>
MoE/ English	Non-fiction Recounts News reports Newspaper reports Fiction Biographies/Autobiographies Diary extracts Formal/informal letters Speeches Poetry Persuasive writing Descriptive writing Campaigns Debates Leaflets/brochures/posters/ banners	Non-fiction Recounts News reports Newspaper reports Fiction Biographies/Autobiographies Diary extracts Formal/informal letters Speeches Poetry Persuasive writing Descriptive writing Campaigns Debates Leaflets/brochures/posters/ banners	Non-fiction Recounts News reports Newspaper reports Fiction Biographies/Autobiographies Diary extracts Formal/informal letters Speeches Poetry Persuasive writing Descriptive writing Campaigns Debates Leaflets/brochures/posters/ banners

<p><b>Maths</b></p>	<p>Number and Place Value Inc: money, measures (mass), time</p> <p>Addition and Subtraction Inc: money, measures (mass), statistics,</p> <p>Multiplication and Division Inc: perimeter</p> <p>Introduction to Fractions</p> <p>Times Tables Inc: Table Fables</p>	<p>Number and Place Value Inc: measures (length), money, time,</p> <p>Addition and Subtraction Inc: Measures (length), money, statistics,</p> <p>Multiplication and Division Inc: perimeter, area, length,</p> <p>Fractions</p> <p>Times Tables Inc: Table Fables, TT Rockstars</p>	<p>Number</p> <p>Addition and Subtraction Inc: Measures (capacity), money, time,</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>Geometry Inc: shape, position &amp; direction</p> <p>Times Tables Inc: Table Fables, TT Rockstars Year 4 TT Assessment</p>
<p><b>Science</b></p>	<p><u><b>Living things and their habitats</b></u> (NC: 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 and wider environment.) <u><b>Living things and their habitats</b></u> (NC: Recognise that environments can change and that this can sometimes pose dangers to living things.)</p> <p><u><b>States of matter</b></u> (NC: 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 or research the temperature at which this happens in degrees celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.)</p> <p><u><b>Plants</b></u>: 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</p>	<p><u><b>Animals including humans</b></u> (NC: identify that humans and some sort of animals have skeletons and muscles for support, protection and movement).</p> <p><u><b>Light</b></u>.(NC: Recognise that we need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. That light from the sun can be dangerous and that there are ways to protect our eyes and bodies. Recognise that shadows are formed when the light is blocked by a solid object. Find patterns in the way that te size of shadows change.</p> <p><u><b>Sound</b></u> (NC: identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.)</p>	<p><u><b>Rocks</b></u> (NC: compare and group different types of rocks, describe in simple terms how fossils are formed when things that have lived are trapped within rocks, recognize that soils are made from rocks and organic matter.)</p> <p><u><b>Forces and Magnets</b></u>: Compare how things move on different surfaces. Notice that some forces need contact between teo 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 bais 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><u><b>Electricity</b></u>: Identify common appliances that run of 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</p>

	flowing plants, including pollination, seed formation and seed dispersal.		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.
Humanities	<p>NC: Human and physical geography.</p> <p><b><u>Physical geography</u></b> - climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. <b><u>Human geography</u></b> - types of settlements and land use, trade links, natural resources including energy, food, minerals and water.</p> <p><b><u>Skills and fieldwork</u></b> - Use maps, use eight point compass, four and six-figure grid references, symbols and key to build their knowledge of the area studied</p> <p><b><u>Locational Knowledge</u></b> - Key topographical features including hills, mountains, coasts, river and land patterns and understand how some of these aspects have changed over time (natural/manmade impacts).</p> <p><b><u>Geographical Skills</u></b> - 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>	<p><b><u>History – The history of the NHS.</u></b> Healthcare before the NHS - establishing the NHS - The NHS now.</p> <p><b><u>People who have helped to develop modern medicines including:</u></b></p> <p><b>Kathrin Jensen</b>- Head of vaccine research and development for covid19,</p> <p><b>Marie Curie</b>-Polish physicist and chemist who conducted pioneering research on radioactivity.</p> <p><b>Rosalind Franklin</b>- An English chemist and x-ray crystallographer whose work was central to the understanding of molecular structures of DNA and viruses.</p> <p><b>Charles Darwin</b>-An English naturalist, geologist and biologist best known for his contributions to the science of evolution.</p> <p><b>Florence Nightingale</b>- An English social reformer who founded modern nursing during the Crimean War, in which she organized care for wounded soldiers.</p>	<p><b><u>WW2</u></b></p> <p><b><u>History:</u></b> 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, Holocaust memorial poems.</p> <p><b><u>Geography:</u></b> 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><b><u>locational knowledge</u></b>- locate the worlds countries, using maps to focus on Europe and north and South America including major cities. Name and locate countries of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn and Time Zones.</p> <p><b><u>Place Knowledge</u></b> - Geographical similarities and differences through the study a region of the UK, a region in a European country and a region within South or North America.</p>

<p><b>DT</b></p> <p><b>and</b></p> <p><b>Art</b></p>	<p>Create a sketchbook to record observations and use this to review and revisit ideas.</p> <p><u>Christmas Book with moving parts</u></p> <p>DT: <b>Design</b> – functional appealing product fit for purpose using discussion, annotated sketches, cross-sectional and exploding diagrams, <b>Make</b> – use a range of tools and equipment including construction materials <b>Evaluate</b> – a range of existing products, evaluate designs against design criteria, how key events and individuals in DT have helped shape the world. <b>Technical knowledge</b> – strengthen, stiffen, reinforce structures. Mechanical systems using gears, pulleys, levers and linkages.</p> <p><u>Woodland Art</u></p> <p>Art: Improve their mastery of art and design techniques including 'Drawing' – Shape, line and texture using mark making and pencil and charcoal. Observational drawings to include viewfinders, cropping.</p> <p>Art: Printmaking – Inspired by William Morris. Use digital technology to create repeated patterns. Explore the photography of David Hockney.</p> <p>Art – Sculpture. Explore the work of Andy Goldsworthy. His use of natural found objects to create pictures/patterns.</p>	<p>Create a sketchbook to record observations and use this to review and revisit ideas.</p> <p>Art: Portraiture</p> <p><u>Design a new NHS logo reflective of its importance and achievements today.</u></p> <p>DT: <b>Design</b> – functional appealing product fit for purpose using discussion, annotated sketches, <b>Evaluate</b> – a range of existing products, evaluate designs against design criteria</p>	<p>Create a sketchbook to record observations and use this to review and revisit ideas.</p> <p><u>Anderson Shelters- Woodwork</u></p> <p>DT: <b>Design</b> – functional appealing product fit for purpose using discussion, annotated sketches, cross-sectional and exploding diagrams, <b>Make</b> – use a range of tools and equipment including construction materials <b>Evaluate</b> – evaluate designs against design criteria. <b>Technical knowledge</b> – strengthen, stiffen, reinforce structures.</p> <p><u>Blitz paintings</u></p> <p>Art: Paintings of the blitz. Fiery night sky with silhouettes of buildings including Exeter Cathedral. Mixed media to include: pastles, oil pastels, watercolours. Explore the use of colour and blending through the works of J.M.W Turner and Vincent Van Gogh. Art: Perspective drawings.</p> <p><u>Cooking</u>: Dig for Victory and link to harvest festival performance. WW2 recipes including 'murkey' a traditional wartime Christmas dinner.</p>
<p><b>PE</b></p>	<p><u>Outdoor</u> – Saints Sports School. <b>Competitive games</b>: e.g badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending.</p> <p><u>Gymnastics</u> – Use flexibility, strength, technique, control and balance.</p> <p><u>Dance</u> linked to The Water Cycle</p>	<p><u>Outdoor</u> – Saints Sports School. <b>Competitive games</b>: e.g badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending.</p> <p>Take part in <b>outdoor and adventurous activity challenges</b> both individually and as part of a team.</p>	<p><u>Outdoor</u> – Saints Sports School <b>Athletics</b>.</p> <p><u>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><b>RE</b></p>	<p>2a.1: CREATION/ FALL: What do Christians learn from the creation story?</p> <p>2a.2 PEOPLE OF GOD: What is it like to follow God?</p> <p><u><b>Christmas Story</b></u> 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>ISLAM</p> <p>How do festivals and worship show what matters to a Muslim?</p> <p><u><b>Easter Story</b></u> Reenactment the Easter story and perform in Church as part of the Easter service.</p>	<p>JUDAISM</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>2a.4 GOSPEL: What kind of world did Jesus want?</p> <p>How and why do religious and non-religious people try to make the world a better place?</p>
<p><b>Cooking &amp; Nutrition</b></p>	<p><u><b>Food Preparation and Cooking</b></u></p> <p><b>Healthy and a varied diet</b> Understand and apply the principles of a healthy and varied diet.</p>	<p><u><b>Food Preparation and Cooking</b></u></p> <p><b>Healthy and varied diet</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><u><b>Food Preparation and Cooking</b></u></p> <p><u><b>WW2 recipes</b></u> Dig for Victory and link to harvest festival performance. WW2 recipes including 'murkey' a traditional wartime Christmas dinner.</p> <p><b>Understanding seasonality</b> – Know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p><b>British Values &amp; SMSC</b>  (Spiritual, Moral, Social, Cultural development)</p>	<p><u><b>British Values</b></u> <u><b>The rule of Law</b></u> 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. State how they learn about being responsible and what happens when people contravene rules and laws in different contexts.</p> <p><u><b>British Values</b></u> <u><b>Individual Liberty</b></u> <b>Good to be me</b> <b>What does 'proud' mean?</b> Children can demonstrate that they recognise their own worth and that of others. Children can identify positive ways to face new challenges. 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. <i>Unicef Article 2 and 29</i></p>	<p><u><b>British Values</b></u> <u><b>Mutual Respect and Equality</b></u> <b>Relationships</b> <b>What makes a good friend?</b> 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. <i>Unicef Article 15</i></p> <p><b>Getting on and falling out</b> Children can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others.</p>	<p><u><b>British Values</b></u> <u><b>Democracy</b></u> Pupils learn about democracy and how they can have a say in bringing about change.</p> <p><u><b>British Values</b></u> <u><b>Tolerance of Different Faiths and Beliefs</b></u> <b>Inspiration People</b> <b>How should we live and who can inspire us?</b> What positive examples have people given that show us how to live? What values and communities have inspired or been taught by founders of faiths or community, leaders, believers and specific community? How have the actions and example of people of faith or belief changed the world? How might we change our lives in the light of the qualities demonstrated by other people?</p>



<p><b>PSHE</b></p> <p>(1Decision to include Online Safety)</p>	<p><u>Keeping/Staying Safe</u> Y3-Staying safe Learning out of windows</p> <p><u>Relationships</u> Y3- Touch</p> <p><u>Growing &amp; Changing</u> Y4-Appropriate touch</p> <p><u>Money Matters</u></p> <p><u>Computer Safety</u> Image Sharing Y3-Making friends online <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> Band runner NEED ANSWERS?  <ul style="list-style-type: none"> <li>I shared an embarrassing photo of my friend and now he is upset... WATCH <ul style="list-style-type: none"> <li>Block him right good</li> <li>Who's Magnus?</li> </ul> </li> <li>They have fans but we have friends!</li> </ul> </p>	<p><u>Keeping/Staying Healthy</u> Y3-Medicine Y4- Healthy living</p> <p><u>Being Responsible</u> Y3-Stealing Y4-Coming home on time</p> <p><u>Computer Safety</u> Y3-Online Bullying Y4- Online Bullying <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> Band runner NEED ANSWERS?  <ul style="list-style-type: none"> <li>I'm being bullied online STAY SAFE <ul style="list-style-type: none"> <li>Play</li> <li>Like</li> <li>Share</li> <li>Chat</li> <li>Lock</li> <li>Explore</li> </ul> </li> </ul> </p>	<p><u>Feelings &amp; Emotions</u> Y3-Grief Y4-Jelousy</p> <p><u>The Working World</u> Y4-Chores at home</p> <p><u>A World without Judgement</u> Y4- Breaking down barriers</p> <p><u>Computer Safety</u> Y3-Computer Safety Documentary <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> Band runner NEED ANSWERS?  <ul style="list-style-type: none"> <li>I'm getting lots of comments from strangers when I live stream.</li> <li>I've been sent a video that's made me feel uncomfortable.</li> </ul> <p>WORRIED ABOUT SOMETHING <ul style="list-style-type: none"> <li>Who can help?</li> <li>How to ask for help?</li> <li>Are you being bullied?</li> <li>More help (CEOP report)</li> </ul> </p> </p>
<p><b>French</b></p> <p><b>PPA</b></p>	<p>Alphabet Numbers to 20 Embed greetings and introductions Family Everyday objects</p>	<p>Colours Animals Food Weather</p>	<p>Out and about - directions, questions At the seaside At the zoo At the restaurant Weather forecast</p>
<p><b>Music</b></p> <p><b>PPA</b></p>	<p>Christmas Nativity songs and carols Charanga</p>	<p>Body Percussion Harvest song Charanga</p>	<p>WW2 music. Charanga</p>
<p><b>Computing &amp; Digital Literacy</b></p>	<p><u>My online Community:</u> 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><u>Show Respect Online:</u> Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p> <p><u>Writing good emails:</u> 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><u>Private and personal information:</u> 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> 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> <p><u>The key to keywords:</u> Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p>	<p><u>Powerful Passwords:</u> 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><u>Things For Sale:</u> Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites.</p> <p><u>Coding:</u> 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>

