

Year Group/Phase: Year 3/4		Academic Year: 2020-21	
Term and theme	Autumn A Dragon's Place...	Spring Another time another place: Egypt	Summer Australia
MoE/ English	Narrative Script writing Formal letters Informal letters Poetry Reports Newspaper article Campaigns Speeches Diary extracts Debates	Narrative Script writing Formal letters Informal letters Poetry Reports Newspaper article Campaigns Speeches Diary extracts Debates	Narrative Script writing Formal letters Informal letters Poetry Reports Newspaper article Campaigns Speeches Diary extracts Debates
Maths	Number and Place Value Inc: money, measures (mass), time Addition and Subtraction Inc: money, measures (mass), statistics, Multiplication and Division Inc: perimeter Introduction to Fractions Times Tables Inc: Table Fables	Number and Place Value Inc: measures (length), money, time, Addition and Subtraction Inc: Measures (length), money, statistics, Multiplication and Division Inc: perimeter, area, length, Fractions Times Tables Inc: Table Fables, TT Rockstars	Number Addition and Subtraction Inc: Measures (capacity), money, time, Multiplication and Division Fractions Geometry Inc: shape, position & direction Times Tables Inc: Table Fables, TT Rockstars Year 4 TT Assessment
Science	<u>Animals including humans</u> (NC: identify that humans and some sort of animals have skeletons and muscles for support, protection and movement). <u>Living things and their habitats</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>Living things and their habitats</u> (NC: Recognise that environments can change and that this can sometimes pose dangers to living things.) <u>States of matter</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	<u>Forces and Magnets</u> (NC: 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. Compare and group together a variety of everyday materials based on whether they attract to a magnet. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<u>Plants</u> (NC: identify and describe functions of parts of flowering plants: roots, stem/trunk, leaves, flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow). Investigate ways in which water is transported within plants. Explore the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.) <u>Light</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

	<p>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>Sound (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>Rocks (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>bodies. Recognise that shadows are formed when the light is blocked by a solid object. Find patterns in the way that the size of shadows change.</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 series circuit. Recognise some common conductors and insulators and associate metals with being good conductors.</p>
Humanities	<p>NC: Human and physical geography. Physical geography - climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. Human geography - types of settlements and land use, trade links, natural resources including energy, food, minerals and water.</p> <p>Skills and fieldwork - 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>Locational Knowledge - 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>Ancient Egypt (NC: The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. To explore life and achievements and their influence of the western world)</p>	<p>locational knowledge- locate the world's 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>Place Knowledge - Geographical similarities and differences through the study of a region of the UK, a region in a European country and a region within South or North America.</p> <p>Geographical Skills and Geog - 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>
Art	<p>Create a sketchbook to record observations and use this to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques including 'Drawing' - Shape, line and texture using mark making and pencil and charcoal.</p>	<p>Create a sketchbook to record observations and use this to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques including 'Sculpture' using a range of materials (clay)</p> <p>Great architects and designers in history.</p>	<p>Create a sketchbook to record observations and use this to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques including 'Painting' using a range of materials (paint)</p> <p>Great artists and aboriginal art - traditional and contemporary</p>

DT	<p>To design, make and evaluate a suitable bridge/cage for the Land of Ignis.</p> <p>Design – functional appealing product fit for purpose using discussion, annotated sketches, cross-sectional and exploding diagrams,</p> <p>Make – use a range of tools and equipment including construction materials</p> <p>Evaluate – a range of existing products, evaluate designs against design criteria, how key events and individuals in DT have helped shape the world.</p> <p>Technical knowledge – strengthen, stiffen, reinforce structures. Mechanical systems using gears, pulleys, levers and linkages.</p>		<p>Design – functional appealing product fit for purpose using pattern pieces and CAD</p> <p>Make – use a range of tools and equipment including textiles.</p> <p>Technical knowledge –Electrical systems using series circuits, switches, bulbs, buzzers and motors.</p>
PE	<p>Competitive games: e.g badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending.</p> <p>Gymnastics – Use flexibility, strength, technique, control and balance.</p> <p>Dance linked to The Water Cycle – use a range of movement patterns.</p>	<p>Competitive games: 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 outdoor and adventurous activity challenges both individually and as part of a team.</p>	<p>Swimming and water safety – swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes e.g front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.</p> <p>Athletics – Use running, jumping, throwing, catching in isolation and in combination.</p>
RE	<p>Hinduism: What do Hindus believe God is like?</p> <p>Christianity: INCARNATION/ GOD: What is the Trinity? Christmas</p>	<p>Hinduism: What does it mean to be a Hindu in Britain today?</p> <p>Christianity: SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter</p>	<p>Christianity: KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p> <p>Linking Religions: Why do some people think that life is like a journey and what significant events mark this?</p>
Cooking & Nutrition	<p>Healthy and a varied diet – link with computing Understand and apply the principles of a healthy and varied diet.</p>	<p>Understanding seasonality – Know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Healthy and varied diet – link to science</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
PSHE, UNCRC – United Nations Convention for the Rights of Children (Unicef 1989 children's rights) and	<p><u>BEING HEALTHY</u></p> <p>I don't like vegetables so why do I have to eat them? (Staying Healthy)</p> <p>What makes a good friend? (Relationships)</p> <p>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</p> <p>29 – Education should teach children to respect their natural environment</p>	<p><u>MAKING A POSITIVE CONTRIBUTION</u></p> <p>Why do we have rules? (Citizenship)</p> <p>What does 'proud' mean? (Good to be Me)</p> <p>What do I sometimes feel angry? (Getting on and Falling Out)</p> <p>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.</p> <p>13 – All children have the right to find out things, and say what they think</p>	<p><u>ENJOYING AND ACHIEVING</u></p> <p>I find it hard to concentrate, what do I do? (Going for Goals)</p> <p>Are all changes bad? (Changes)</p> <p>29 – All children should respect their natural environment.</p> <p>31 – All children have the right to play and relax, and join in a wide range of activities.</p> <p><u>ACHIEVING ECONOMIC WELL-BEING</u></p>

British Values)	<p><u>STAYING SAFE</u></p> <p>Which drugs are most dangerous? (Drug Education)</p> <p>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.</p> <p>19 - All children have the right to feel safe and be protected.</p> <p>31 - All children have the right to play and relax, and join in a wide range of activities.</p>	<p>through speaking, writing, drawing etc unless it breaks the rights of others</p> <p>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</p>	<p>Does money make you happy? (Money Matters)</p> <p>14 - All children have the right to think and believe what they want and to practise their religion.</p> <p>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</p> <p>24 - All children have the right to the best healthcare education, advice and support possible to help them make informed decisions.</p> <p>29 - Education should prepare children to live responsibly and peacefully in a free society.</p>
French	<p>Alphabet</p> <p>Numbers to 20</p> <p>Embed greetings and introductions</p> <p>Family</p> <p>Everyday objects</p>	<p>Colours</p> <p>Animals</p> <p>Food</p> <p>Weather</p>	<p>Out and about - directions, questions</p> <p>At the seaside</p> <p>At the zoo</p> <p>At the restaurant</p>
Music	<p>Learning a wide range of songs of different genres</p> <p>Use voices expressively and creatively by singing songs, speaking chants & rhymes</p> <p>Introduction to musical instruments and their sounds. (ocarinas)</p> <p>Charanga</p>	Charanga	Charanga
Computing	<p>Digital literacy:</p> <p>Follow ESafety programme</p> <p>Follow Algorithm programme with EDiscovery</p>	<p>Use computers as a tool for research and extract facts from the internet safely</p>	<p>Digital literacy:</p> <p>Follow ESafety programme</p> <p>Follow Algorithm programme with EDiscovery</p>