

Year 3 and 4 Curriculum Plans for Autumn 2021

Subject area	Content	Key vocabulary
Science	<p><u>States of Matter</u></p> <p>This term we will be learning all about states of matter: solid, liquid and gas. How can sort matter into different states and how can we test it? We will introduce the idea of particles and how the energy they have affects the state of that matter. We will also look at evaporation and condensation.</p> <p>Animals Including Humans</p> <p>We will be looking at each stage of the digestive system in more detail and linking it back to previous work on nutrition. We will also be looking at food chains and webs.</p>	<p>States, matter, solid, liquid, gas, particle, energy</p> <p>Teeth, incisor, canine, molar, pre-molar, acid, bacteria, plaque, enamel, digestion, mouth, gullet (oesophagus), stomach, small intestine, large intestine, anus (liver / pancreas), food chain, producer, consumer, predator, prey, carnivores, herbivores, omnivores</p>
History	<p><u>Invaders and Settlers: The Vikings</u></p> <p>This term we are continuing our investigation of the Vikings, building on our previous learning about when, how and why the Vikings left their homelands to invade and then settle in Britain. We will be using written sources, images and reconstructions to find out about different aspects of the Viking way of life, thinking about why some written sources give a negative view of the Viking peoples. Working in teams, we are going to research topics that particularly interest us such as the homes the Vikings lived in, the clothing they wore, the food they ate, their wonderful longships and their skills as sailors and warriors. We'll also listen to more of the fabulous Viking sagas featuring Odin, Loki, Freya, Thor and many other gods, goddesses, giants and unusual and fantastical characters!</p>	<p>Scandinavia, invade/invasion, settle/settlement, tribe, raid, emigrate, longboat, navigate, monastery, monks, Danelaw, runes, saga</p>
Art	<p><u>Investigating Pattern</u></p> <p>Inspired by textile patterns from different times and cultures we will be developing our own textile designs this term. We will investigate stencilling and print-making techniques and explore ways of organising and combining colours, shapes and patterns to make a decorative textile piece.</p>	<p>geometric shapes, positive and negative space, symmetry, repeat, motif, rotate, reflective, translation, stencil, stippling, block print, calico, hessian</p>

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Design and Technology	<p>We will complete our vehicles focus, picking up and completing work from last year. Our focus area will be structures and mechanisms within resistant materials. We will have a recap of previous learning, investigating real vehicles and learning how to use measuring skills. We will all learn how to use the glue gun safely and accurately and will apply sawing skills to cut the chassis pieces and axle dowelling.</p> <p>Everyone will then research, design and make their own individual vehicle, applying the skills they have learned. We will evaluate as we go along, solving problems and making improvements. We will work over a number of lessons to create our own well-finished vehicles.</p>	<p>Vehicle, chassis, axle, wheel, axle bearer, body, windscreen, indicator, engine, exhaust, rotor blade, tail rotor, propeller, hull, design criteria, target group, deadline.</p>
PE	<p>This term our areas of focus are athletics and gymnastics.</p> <p>In athletics we are learning about running for speed, developing awareness of time, distance and speed, developing fluency and coordination in running for speed and how to accelerate quickly from a stationary position. We will also learn how to run over obstacles and run for distance.</p> <p>Gymnastic objectives are to:</p> <p>Develop fundamental movement skills.</p> <p>Extend agility, balance and coordination.</p> <p>Engage in co-operative physical activities.</p> <p>We will do this using the floor and apparatus to create and perform a sequence of 3–4 actions showing the contrasting shapes of ball, tall and wall. We will focus on making sure we link the actions smoothly and that we show actions performed on different levels.</p>	<p>Sprint, jog, stamina, technique, stationary, hurdles, accelerate, distance, action , style</p> <p>Core, sitting tuck, sitting pike, front support, back support, crouch tuck, forward roll, extend.</p> <p>Sequence, link, connect, level, speed, apparatus.</p> <p>Symmetrical</p>
Geography	<p><u>Europe</u></p> <p>This term we will be discovering the amazing range of physical and human geography of modern Europe. We will explore the varied countries that make up the European continent. We will choose and follow our interests to conduct research into a European country which we will share to the class. We will identify geographical similarities and differences through the study of these different European countries/regions as well as furthering our historical and cultural knowledge of these countries.</p> <p>Maps, atlases, globes and digital mapping will be used to locate countries and capital cities as well as identifying physical landmarks such as mountain ranges, coastlines and rivers.</p>	<p>Europe, continent, county, capital city, population, forest, mountain range, coast, lakes, town, villages, Mediterranean, trade</p>

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RE	<p><u>Five Pillars of Islam</u></p> <p>We will be learning about the significance of the five Pillars of Islam, and reflecting on where we get strength from in our own lives. We will be focussing on the beliefs and concepts associated with the 5 Pillars and how they impact the life of a Muslim. Using discussion, ICT presentation skills, research and literacy skills, we will broaden our knowledge and understanding of religion.</p>	Islam, Shahadah, Salat/ Salah, Zakat, Ramadan, Eid Ul Fitr, Hajj, Makkah, Kaa'ba, ritual, religious practice, pilgrimage, charity/almsgiving, duty, choice
Computing	<p><u>Coding</u></p> <p>In computing this term, we will be learning how to programme Crumble software and then design and make our own sparkling Christmas decorations.</p>	Algorithm, input, output, program, LED.
French	<p><u>Around Our School</u></p> <p>Our focus this term will be on learning vocabulary related to our school, for example labelling the school building and different rooms and equipment. We will learn to say, read and write this vocabulary through songs, books and games. It will be reinforced by posters and interactive displays (created by the children) put up around school.</p>	La salle de classe, le couloir, la bibliotheque, la cour, le terrain de sport, les toilettes
Philosophy	<p><u>Difference</u></p> <p>In philosophy this term, we will be digging into the concept of difference, linked to our RSE learning and Rights of the Child.</p>	Difference, equality, tolerance, empathy, kindness
RSE	<p><u>Me and My Relationships</u></p> <p>We will be thinking more about friendships and what makes a healthy and unhealthy relationship. We will be looking more at our emotions and how they can affect us.</p> <p>Valuing Difference</p> <p>We will be looking at difference and how we can get along with different people and work out differences of opinion.</p>	Friendship, healthy, unhealthy, emotions Difference, tolerance, kindness, empathy
Music	<p>We will study the Charanga unit called 'How does Music bring us together?'. This explores more musical elements and uses the song 'Hodown' which I have incorporated some movement in as well.</p> <p>All year groups are also doing 'This is me' from the greatest show-man - this is so we can hopefully do a mass sing towards the end of term after exploring harmony and unity from studying this song.</p>	Hodown,