



'Learning together, supporting each other'

Curriculum Overview					
YEAR GROUP: 3/4 (Ash Class)		TERM: Spring 1		Key Text: An Alien in the Jam Factory by Chrissie Sains	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Stone Age Boy by Satoshi Kamura (Novel)					
English	Stories on a theme - Y2	<p>Reading</p> <ul style="list-style-type: none"> -To explain the meaning of key vocabulary within the context of the text. -To know the main idea within a paragraph. <p>Writing</p> <ul style="list-style-type: none"> -To know that repeating a word or phrase in a sentence can emphasise a point or help to make sure it is fully understood. - Know that onomatopoeia refers to using a word that both describes a sound and sounds like a sound when said aloud. -To know a range of fronted adverbials, for example, time, frequency, place and manner. <p>Spelling</p>	<p>Reading</p> <ul style="list-style-type: none"> -To justify responses from the text using point and evidence. -To sequence the main events of a story. <p>-To draw inferences around characters thoughts and feelings, justifying with evidence from the text.</p> <p>-To identify, discuss and collect effective words which capture the reader's interest and imagination</p> <p>Writing</p> <ul style="list-style-type: none"> -To use a planned success criterion to deliver writing. -To use write a story. - To proofread, edit and improve writing. <p>Spelling</p>	<p>Reading</p> <ul style="list-style-type: none"> -To make predictions. -To summarise the beginning of a story. -To make inferences about a characters thoughts and feelings. -To find word types within a text. -To retrieve from a text. <p>Writing</p> <ul style="list-style-type: none"> -To use repetition. -To use onomatopoeia. -To use adverbials. <p>Spelling</p> <ul style="list-style-type: none"> -To spell words where the suffix -ly is added. 	Feast by Disney (Novel) Maple

		<ul style="list-style-type: none"> -To know words where the suffix –ly is added. -To know words where the prefixes –dis and –mis are added. - To know words with the /ei/ spelt ei, eigh, or ey. -To know words with the prefixes –ir and –non. - To know words where the /s/ sound is spelt. 	<ul style="list-style-type: none"> -To learn words where the suffix –ly is added. -To learn words where the prefixes –dis and –mis are added. - To learn words with the /ei/ spelt ei, eigh, or ey. -To learn words with the prefixes –ir and –non. - To learn words where the /s/ sound is spelt. 	<ul style="list-style-type: none"> -To spell words where the prefixes –dis and –mis are added. - To spell words with the /ei/ spelt ei, eigh, or ey. -To spell words with the prefixes –ir and –non. - To spell words where the /s/ sound is spelt. 	
Key Vocabulary		Fronted adverbials, prepositions, dialogue, main clause, subordinate clause, infer, point, evidence.		Deeper Learning	To use fronted adverbials and time conjunctions to create cohesion in my writing.
Hammer the Grammar / Non-Chronological Report					
	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -Know that an expanded noun phrase adds more detail to a noun by adding one or more adjectives. <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - To know that non-chronological means not written in order. - Know that a non-chronological report has a title, subheadings, pictures, paragraphs, an introduction and fact box. 	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> - To choose a range of powerful adjectives before a noun. - To add prepositions to noun phrases. <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - Identify the title, subheadings, pictures, paragraphs, an introduction and fact box in a non-chronological report. - Use the internet to research a topic. - To use write a non-chronological report. 	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -To know what an expanded noun phrase is. -To create expanded noun phrases. <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - To explore non-chronological reports. - To identify features of a non-chronological reports. -To research the Stone Age Era. -To write a non-chronological report. 		

		<ul style="list-style-type: none"> - To proofread, edit and improve writing. 							
	Key Vocabulary		Deeper Learning						
Maths	<ul style="list-style-type: none"> - Multiplication and Division - length, Area and Perimeter 	Select the files to the right for more detailed guidance.	 Yr 3_4 Multiplication-and-Div	 Yr 3_4 Length-Perimeter-and					
<p align="center">What are rocks and what secrets can they hold?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;"> <p>To identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>To explain how materials are changed by heating and cooling.</p> </td><td style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> - To know that rocks are made up of different minerals from the earth's crust. - To know that there are three different types of rocks- igneous, sedimentary and metamorphic. - To name different kinds of rocks such as slate, chalk, granite and pumice. - To know how rocks are made. - To describe how soil is made. </td><td style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> - To compare and group different kinds of rocks on the basis of their appearance and simple features. - To describe how fossils are formed when things that have lived are trapped within rock. - To explore how rocks and plant matter combine to form soil. - To sequence the stages of how rocks are made. </td><td style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> - To compare and group rocks based on their appearance and physical properties, giving a reason - To describe how fossils are formed. - To describe how soil is made. - To describe and explain the difference between sedimentary and igneous rock. - To begin to relate the properties of rocks with their uses. </td><td style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> - To describe how some materials can change state. - To explore how materials change state. </td></tr> </table>					<p>To identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>To explain how materials are changed by heating and cooling.</p>	<ul style="list-style-type: none"> - To know that rocks are made up of different minerals from the earth's crust. - To know that there are three different types of rocks- igneous, sedimentary and metamorphic. - To name different kinds of rocks such as slate, chalk, granite and pumice. - To know how rocks are made. - To describe how soil is made. 	<ul style="list-style-type: none"> - To compare and group different kinds of rocks on the basis of their appearance and simple features. - To describe how fossils are formed when things that have lived are trapped within rock. - To explore how rocks and plant matter combine to form soil. - To sequence the stages of how rocks are made. 	<ul style="list-style-type: none"> - To compare and group rocks based on their appearance and physical properties, giving a reason - To describe how fossils are formed. - To describe how soil is made. - To describe and explain the difference between sedimentary and igneous rock. - To begin to relate the properties of rocks with their uses. 	<ul style="list-style-type: none"> - To describe how some materials can change state. - To explore how materials change state.
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<p>How did Britain change from the Stone Age to the Iron Age?</p>									

History (Stone Age, Bronze Age, Iron Age)	Great Fire of London (Y1) Victorians (Y2) Romans (Y3/4 Cycle A)	<ul style="list-style-type: none"> - To know the Stone age period was (145,000BC- 5000BC) - To know that Stone Age hunter-gatherers had to catch or find everything they ate and that they moved in search of food. - To know they made hammers from bones or antlers and they sharpened sticks to use as hunting spears. - To know the Bronze age was (2100BC - 650BC). - To these settlers were metalworkers who knew how to work with copper. They lived in round houses, Eventually, Britons learned to make objects from copper, gold and bronze. Much later on, they learnt how to use iron. - Iron tools made farming much easier for farmers to grow and manage crops. - Some people worked as potters, carpenters and metalworkers. Men and boys trained as warriors. - To know that the Iron Age people were able to weave fabric, grind grain into flour, make pottery using a potter's wheel and that blacksmiths were able to make swords. 	<ul style="list-style-type: none"> - To order and sequence events from the past. - To research and explain what life in the Stone Age, Bronze age and Iron Age was like. - To compare and contrast how similar and different these stages were. - To consider the impact of new inventions on how they were able to live their lives. - To consider how the changes from Stone Age, Bronze Age and Iron Age have impacted life today. 	<ul style="list-style-type: none"> - To make connections between and across periods such as differences between clothes, homes, buildings or transport. - To communicate learning in an organised and structured way, using appropriate terminology. -To describe how some of the things studied from past influence life today. - To use a variety of evidence to build a picture of past events, using books and the internet for research. 	Anglo Saxons (Y4/5 Cycle A) Vikings (Y4/5 Cycle B) Islamic Achievements (Y4/5 Cycle A) Ancient Greeks (Y4/5 Cycle A) Tudors & Henry VIII (Y5/6 Cycle A) WWII (Y5/6) Mayans (Y5/6 Cycle B)
	Key Vocabulary	AD, BC, Stone Age, Iron Age, Bronze Age, copper, gold and bronze, period, era, settlers, hunter gatherers, round houses, farmers, crops, metal workers, pottery, blacksmith.	Deeper Learning	To consider what prehistoric villages such Skara Brae in Scotland and monuments such as Stonehenge can teach us about the past.	
Art (Painting)	Year 2 - To add black and white to create tones. - To explore primary and	- Know that red and yellow make orange, red and blue makes purple and blue and yellow makes green.	<ul style="list-style-type: none"> - Experiment with a range of colours to create a range of secondary colours. - Investigate different textures by using different techniques including blocking and colouring washes. 	<ul style="list-style-type: none"> - To confidently mix primary colours to create secondary colour. - To experiment using different effects and textures including thickened paint. 	Maple - Experiment using different effects and textures including thickened paint. - To mix and use tints and shades to create moods and expression.

	secondary colours on a colour wheel.	<ul style="list-style-type: none"> - Know that a watercolour wash is a layer of colour somewhat transparent which is applied with diluted paint. - Know that using thickened paint will change the texture of the paint. - Know that using colours opposite each other on the colour wheel can create a vibrant and energetic mood, whereas using shades of a single colour can create a calm mood. - Know a range of colours which may represent different emotions. 	<ul style="list-style-type: none"> - To experiment with different ways of thickening paint, for example, mixing modelling paste into paint, adding baking soda/cornstarch/flour to acrylic paint. - Use own creativity and expression to represent the different emotions 	<ul style="list-style-type: none"> blocking in and colouring washes. - To create different effects and textures with paint according to what they need for a task, for example, background washes with water colours. - To experiment using different effects and textures including thickened paint. - To mix and use tints and shades to create moods and expression. 	
Key Vocabulary		Primary, secondary, wash, texture, mood, expression		Deeper Learning	Children use own methods to thicken paint
Design Technology (Electrical Systems)	Elm-Year 2- To create design criteria	<ul style="list-style-type: none"> - Know that a prototype is a rough creation of the circuit you have conceived for your engineering mind. - Know that a circuit is a complete path around which electricity can flow. It must include a source of electricity, such as a battery. - Know the positive effects of an electric circuit, for example, that when electric current moves through a circuit, electrical energy is transferred and provides power to lights and appliances. - Know the negative effects such as an electric shock and burns or fires when electricity jumps from one circuit to another. 	<ul style="list-style-type: none"> - Draw, sketch and label circuit prototypes. - To use my knowledge to build complete circuits. - To challenge ourselves when circuits are not working and find a solution. - To be able to talk about the positive and negative effects of circuits. 	<ul style="list-style-type: none"> - To draw and build a circuit using switches, bulbs, buzzers and motors. - To discuss the positive and negative effects/impact circuits in our daily lives. - To know the purpose of a prototype and plan my design. -To evaluate my design. 	Maple Design Technology- Electrical circuits
		Key Vocabulary	Prototype, circuit, electricity	Deeper Learning	To test materials to see which are insulators and which are conductors.
PSHE	Health and Wellbeing				

(Health and Wellbeing)	Health and Wellbeing: Year 2: Spring 1	<ul style="list-style-type: none"> - Know that high energy foods include nuts, porridge, chocolate and bread. - Know the five food groups. - A healthy, balanced diet means eating a range of different foods from all five food groups. - Brushing teeth twice a day and regular visits to the dentist is important for good dental hygiene. - Relaxation helps to reduce stress and helps our body to recover and grow. 	<ul style="list-style-type: none"> - Creating a healthy diary, where energetic activities and high energy food are scheduled for the same day. - Show understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy. - Describe what is meant by a healthy, balanced diet and name the different food groups. - Explain how to take care of your teeth. - Describing how relaxation affects the body. - Identify their own strengths and that they can help other people. 	<ul style="list-style-type: none"> - To understand and plan for a healthy lifestyle including physical activity, rest and diet. - To understand the benefits of healthy eating and dental health. - To perform a range of relaxation stretches. - To perform a range of relaxation techniques. - To identify my own strengths and begin to see how they can affect others. 	Health and Wellbeing: Ash Class / Maple Class, Spring 1, Cycle B
Key Vocabulary		Teeth, balanced, feeling, stretch, hero, power, strengths		Deeper Learning	<ul style="list-style-type: none"> - Describe how different food groups affect the body and use a variety of examples for each. - Describe when to use different relaxation techniques and understanding the positive impact on the body.
French (Greetings)	Year 3: Cycle B (Greetings)	<ul style="list-style-type: none"> - Know how to greet each other by saying bonjour or salute. - Know how to say goodbye to each other by saying au revoir. - Know how to introduce myself. - Know how to write greetings and phrases in French. - Know how to have a simple conversation about what age they are. 	<ul style="list-style-type: none"> - Listen to and repeat songs. - Explore patterns and sounds of language through song. - Say words and phrases that match pictures. - Write greetings and phrases in French. - Write simple, familiar phrases within a sentence writing frame. - Understand the meaning of simple pictures and attempt to respond. - Ask and answer simple questions to give basic information, e.g. name, age. 	<ul style="list-style-type: none"> - To understand how greet each other in different ways. - To understand how to introduce yourself in French. - To identify the meaning of vocabulary by matching pictures and words. - To understand the meaning of pictures and respond. - To have a simple conversation about how old I am. - To have a simple conversation about how someone is feeling. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> - Ask and answer simple questions to give basic information, e.g. name, age. <p><u>Year 5</u></p> <ul style="list-style-type: none"> - Hold a simple conversation by asking and answering questions.

	Key Vocabulary	bonjour, salut, au revoir, s'il vous plait, merci, ça va?, ça va bien, pas mal, Comment t'appelles-tu?, je m'appelle, quel âge as-tu? Quelle est le date de ton anniversaire?, Mon anniversaire c'est le	Deeper Learning	- To understand the vocabulary needed to hold a simple conversation about how someone is feeling.	
Physical Education	Dance: The Great Plague				
	To link 4 contrasting travelling movements.	<ul style="list-style-type: none"> - Know more about The Great Plague, its context and its symptoms. - Know that there are a variety of ways to move the body. - Name a variety of techniques within dance. - Know what performing in unison means. - Know the events of the Great Plague. 	<ul style="list-style-type: none"> - Use a variety of movements to create sequences. - Use action, space and dynamics. - Use communication and rhythm to perform with others. 	<ul style="list-style-type: none"> - To be able to create a solo piece, using a range of movements. - To be able to name and demonstrate creative techniques. - To be able to use action, space dynamics and relationships in dance. - To be able to perform in unison. - To be able to create dance to depict an event. 	To be able to perform a well-structured duet which expresses character and explores patterning and timing.
	Key Vocabulary	Technique, performing/performance, unison, Great Plague, disease, action, space, rhythm, sequence, solo.	Deeper Learning	To select movements to depict emotion and portray impact of the Great Plague.	
Religious Education (Islam)	Why is the Prophet Mohammed (pbuh) an example for Muslims?				
	Elm- Spring 2 Islam Why do Muslims believe it is important to obey God?	<ul style="list-style-type: none"> - To know that Zakat is the Islamic practice of donating a portion of their wealth each year to provide for those less fortunate. - To know that the Prophet Muhammad (phuh) was the chosen recipient and messenger of the word of God through the divine revelations. - To know the key teachings of Prophet Muhammad (pdub) are.. <ul style="list-style-type: none"> 1) Remembrance of Tawhid (the Oneness of God) 	<ul style="list-style-type: none"> - To discuss the qualities of a good role model. - To discuss the qualities that a good role model might have that will encourage others to follow them and how they might behave due to this influence. - To be able to retell the life story of the prophet Muhammad (pguh) 	<ul style="list-style-type: none"> - To reflect on their own aspirations for themselves and others - To identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) - To describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) - To describe and give reasons for the Islamic practice of Zakat - To suggest why charity might be important to a Muslim – and the different ways that a 	Maple- Summer 1 Islam Why do Muslims fast during Ramadan? Elder- Spring 1 Islam What is Hajj and why is it important to

		<p>2) Actively engaging with the Holy Quran</p> <p>3) Remaining humble</p> <p>4) Giving charity</p> <p>5) Being kind to your neighbours</p> <p>6) The importance of being just</p> <p>7) Not having anger in your heart</p> <p>8) Remaining healthy both physically and mentally</p> <p>9) Learning to think carefully before you speak</p> <p>10) Actively learning and engaging with knowledge</p>		<p>Muslim might try to be charitable.</p> <ul style="list-style-type: none"> - To ask questions and suggest answers about how they can try to make the world a better place. 	Muslims?
Key Vocabulary		Islam, prophet, Zakat, Muslims, role models, aspirations, charity.		Deeper Learning	To create an advice board to suggest how they can make the world a better place.

Year 3 Year 4