Year 3/4 Cycle B

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 1**  **Active Planet** | **National Curriculum**  **Objective - Knowledge** | **Skills** | **Vocabulary** |
| **English** | News reports, narrative, discussion  See Long Term Writing plan | | |
| **Focus Text**  Escape from Pompeii |
| **Maths** | Place value, addition and subtraction | White Rose Scheme | |
| **Science** | **Animals including humans (y3)**  identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Identifying, classifying and sorting. |  |
| **Geography** | **Natural Disasters**  G.2.3.2. Describe and understand key aspects of physical geography  G.2.2.1. Locate the world’s countries, focusing on Europe and North and South America.  G.2.3.2. Describe and understand key aspects of physical geography including: earthquakes and volcanoes  G.2.3.2. Describe and understand key aspects of physical geography including: earthquakes and volcanoes.  G.2.3.2. Describe and understand key aspects of physical geography |  |  |
| **History** |  | Address and devise historically valid questions about cause. |  |
| **Art** | Mixed media volcano art, pastels and paint | Mixing colours  Compare similarities and differences of artists.  Mix textures and materials. |  |
| **RE** | Christianity  ‘Seeing is Believing’ – is it? What do I think about believing in God?  What do I think God is like?  What do Christians believe about God?  God as Love, Father What do Christians believe about God?  God as Light, Creator, Trinity, Listener to Prayers  What do Christians believe about God?  God as Trinity, Listener to Prayers What do Christians believe about God?  God as Listener to Prayers |  |  |
| **PE** | Fitness  Cross country | Get Set 4 PE Scheme | |
| **Computing** | **Online Safety**  **Effective Searching**  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 3 designs, | Purple Mash Scheme |  |
| **Music** | Interesting Time signatures | Charanga Scheme | |
| **PSHE** | Being Me in my world (Year 4) | Jigsaw Scheme | |
| **French** | Learning French | Language Angel Scheme | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 2**  **Passport Around the World** | **National Curriculum**  **Objective - Knowledge** | **Skills** | **Vocabulary** |
| **English** | Narrative (figurative language, imaginary world)  See Long Term Writing plan | | |
| **Focus Text**  Narnia |
| **Maths** | Addition and subtraction, Measurement-Area, multiplication and division | White Rose Scheme | |
| **Science** | **Living things and Habitats**  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  recognise that environments can change and that this can sometimes pose dangers to living things. | Identifying, classifying and sorting  Observing over time  Research using  secondary sources |  |
| **Geography** | Physical Geography |  |  |
| **Art** | Watercolours, artist study – Monet / Turner |  |  |
| **RE** | Christianity |  |  |
| **PE** | Gymnastics  Tag Rugby | Get Set 4 PE Scheme | |
| **Computing** | **Logo**  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Animation | Purple Mash |  |
| **Music** | Combining Elements to make music | Charanga Scheme | |
| **PSHE** | Celebrating Differences (Year 4) | Jigsaw Scheme | |
| **French** | Colours and numbers | Language Angel Scheme | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 3**  **Roman Britain** | **National Curriculum**  **Objective - Knowledge** | **Skills** | **Vocabulary** |
| **English** | Non-chronological reports, recount (letter)  See Long Term Writing plan | | |
| **Focus Text**  Roman myths |
| **Maths** | Multiplication and division, length, perimeter | White Rose Scheme | |
| **Science** | **States of Matter**  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 (°C)  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Identifying, classifying and sorting  Comparative test  Observing over time |  |
| **Geography** |  |  |  |
| **History** | Romans |  |  |
| **DT** | Design and make shields, mosaics |  |  |
| **RE** | Christianity |  |  |
| **PE** | Dance  Netball | Get Set 4 PE Scheme | |
| **Computing** | Spreadsheets |  |  |
| **Music** | Developing Pulse & Groove through improvisation | Charanga Scheme | |
| **PSHE** | Dreams and Goals (Year 4) | Jigsaw Scheme | |
| **French** | Vegetables | Language Angel Scheme | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 4**  **Iron Man** | **National Curriculum**  **Objective - Knowledge** | **Skills** | **Vocabulary** |
| **English** | Persuasive texts, instructional texts  See Long Term Writing plan | | |
| **Focus Text**  The Iron Man |
| **Maths** | Fractions, decimals, mass and capacity | White Rose Scheme | |
| **Science** | **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. | Identifying, classifying and sorting  Comparative test  Observing over time  Pattern seeking  Research using  secondary sources |  |
| **Geography** |  |  |  |
| **History** |  |  |  |
| **DT** | Design and make working model robot head |  |  |
| **RE** | Christianity |  |  |
| **PE** | Dodgeball  Tennis | Get Set 4 PE Scheme | |
| **Computing** | Writing for different purposes |  |  |
| **Music** | Creating simple Melodies together | Charanga Scheme | |
| **PSHE** | Healthy Me (Year 4) | Jigsaw Scheme | |
| **French** | Pets | Language Angel Scheme | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 5**  **Victorians** | **National Curriculum**  **Objective - Knowledge** | **Skills** | **Vocabulary** |
| **English** | Poetry, Non-chronological reports  See Long Term Writing plan | | |
| **Focus Text**  The Little Matchstick Girl |
| **Maths** | Fractions, Decimals, money, time, | White Rose Scheme | |
| **Science** | Recap |  |  |
| **Geography** |  |  |  |
| **History** | Victorians |  |  |
| **Art** | Figure drawing – RE cultural focus |  |  |
| **RE** | Hinduism |  |  |
| **PE** | Cricket  Athletics | Get Set 4 PE Scheme | |
| **Computing** | Hardware investigators  Making Music  To understand the different parts that make up a desktop computer  • To recall the different parts that make up a computer. |  |  |
| **Music** | Connecting notes and feelings | Charanga Scheme | |
| **PSHE** | Relationships (Year 4) | Jigsaw Scheme | |
| **French** | Instruments | Language Angel Scheme | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 6**  **Let It Grow** | **National Curriculum**  **Objective - Knowledge** | **Skills** | **Vocabulary** |
| **English** | Explanation texts (leaflet), poetry (nature)  See Long Term Writing plan | | |
| **Focus Text**  Jack and the Beanstalk |
| **Maths** | Properties of shape, statistics, position and direction | White Rose Scheme | |
| **Science** | **Plants**  Identify and describe the functions of different parts of flowering plants, 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 that flowers play in the life cycle of flowering plants, including pollination seed formation and seed dispersal. | Identifying, classifying and sorting  Comparative test  Observing over time  Pattern seeking  Research using  secondary sources |  |
| **Geography** | Fieldwork | Use symbols and key (including the use of Ordnance Survey maps) Field Work |  |
| **DT** | Design and make clay pots |  |  |
| **RE** | Sikhism |  |  |
| **PE** | OAA  Rounders | Get Set 4 PE Scheme | |
| **Computing** | **Coding**  write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |  |  |
| **Music** | Purpose, Identity and expression in music | Charanga Scheme | |
| **PSHE** | Changing Me (Year 3 & 4) | Jigsaw Scheme | |
| **French** | French verbs (I can…) | Language Angel Scheme | |