

Our Whole School Curriculum

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year Three/Four Cycle A	Reading	Greta and the Giants Block 1 Pebble in my Pocket Blocks 2,3 Leon and the Place Between Blocks 4, 5 ’Twas the Night before Christmas Anon Block 6		Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9 Operation Gadgetman (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12		Dancing Bear Blocks 13, 14, 15 The Magician’s Nephew Blocks 16, 17, 18	
	Writing	Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A Formal letters to complain A Dialogue through narrative (historical stories) A Performance poetry (including poetry from other cultures A		Third person narrative (animal stories) A Non-chronological reports B Advanced instructional writing A First person narrative descriptions B Performance poetry (including poetry from other cultures) B (Enrichment)		Third person narrative (animal stories) B Formal letters to complain B Dialogue through narrative (historical) B Poetry on a theme (emotions) B (Enrichment) • Advanced instructional writing B	
	Science	Rocks Animals, including humans Revisit Rocks		Forces and magnets Plants		Plants continued... Light	
	Geography	Fieldwork – human and physical features		UK Study		Revisit human and physical features OS maps and scale	
	History	Stone Age – Iron Age		Stone Age – Iron Age Rome and the impact on Britain		Rome and the impact on Britain	
	Art	Drawing and painting Block A (Year 3)	Print making Block B (Year 3)	Textiles and collage Block C (Year 3)	3D Block D (year 3)	Painting Block E (Year 3)	Creative response Block F (Year 3)
	DT	Textiles Block A (Year 3)	Food and Nutrition Block B (Year 3)	Mechanisms Block C (Year 3)	Food and Nutrition Block D (Year 3)	Systems Block E (Year 3)	Structures Block F (Year 3)
	RE	3.6 How do people of faith say thank you to God for the harvest? (5) 3.1 What does it mean to be called by God? (3)	3.1 What does it mean to be called by God? (3) 3.2 How does the presence of Jesus impact on people’s lives? (5)	World Faith: How do the five pillars guide Muslims? (5)	3.4 Is the cross a symbol of sadness or joy? (5)	3.3 How did/does Jesus change lives? (7)	World Faith: Who founded Hinduism and where? (6)
	PE	Gymnastics	Dance	Multi-skills	Tennis	Cricket	Rugby
	Music	Let your spirits fly (Pulse, rhythm and pitch) (Year 3)	Glockenspiel Stage 1 (The language of Music) (Year 3)	Three Little Birds (Pulse, Rhythm and Pitch) (Year 3)	The Dragon Song (Improvisation) (Year 3)	Bringing us together (Improvisation) (Year 3)	Reflect, rewind and replay (Year 3)
	PSHE	Me and my relationships (Year 3)	Valuing differences (Year 3)	Keeping safe (Year 3)	Rights and Respect (Year 3)	Being my best (Year 3)	Growing and changing (Year 3)
	Computing	My online life (Year 3)	Programming with robots (Year 3)	Online Detectives (Year 3)	Be digitally Awesome (Year 3)	Dancing Robots (Year 3)	Rainforests (Year 3)

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three/Four Cycle B	Reading	The Queen's Nose The Boy at the back of the class The Raven – Edgar Allen Poe		Young, Gifted and Black Caged Bird - Maya Angelou Wind in the Willows The Walrus and the Carpenter – Lewis Carroll		Varjak Paw The Girl Who Stole an Elephant The Jabberwocky – Lewis Carroll	
	Writing	Third person adventure stories – builds on CUSP habitats Newspaper reports – builds on CUSP Anglo-Saxons and Viking struggle for England First person diary entries (imaginative) – builds on CUSP Vikings Poems which explore form Persuasive writing (adverts) • Stories from other cultures – builds on CUSP world locations		Poems which explore form Explanatory texts – builds on CUSP human digestion Critical analysis of narrative poetry Stories from other cultures – builds on CUSP World countries. • Persuasive writing – builds on CUSP electrical systems (move to summer term Block B)		Newspaper reports – builds on CUSP Ancient Egyptians First person diary entries (imaginative) – builds on CUSP Archaeologists and Tutankhamun Explanatory texts – builds on CUSP states of matter (will be updated) Critical analysis of narrative poetry. Third person adventure stories	
	Science	Living things and their habitats (Year 4) States of matter (Year 4)		Animals Including Humans (Year 4)		Electricity (Year 4) Sound (Year 4)	
	Geography	Rivers Latitude and Longitude		Latitude and Longitude Water Cycle		Rivers revisited Map skills	
	History	Britain's settlement by Anglo-Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient Civilisations (Egypt)		Ancient Civilisations (Egypt)	
	Art	Drawing block A (Year 4)	Painting block B (Year 4)	Print making and Textiles block C (Year 4)	3D and Collage Block D (Year 4)	Painting Block E (Year 4)	Creative response block F (Year 4)
	DT	Food and Nutrition Block A (Year 4)	Mechanisms block B (Year 4)	Textiles block C (Year 4)	Structures block D (Year 4)	Electrical Systems Block E (Year 4)	Food and nutrition block F (Year 4)

	RE	4.1 What values do you consider to be important? (5) 4.6 What is Prayer? (3)	4.6 What is Prayer? (2) 4.2 Why is Jesus described as the light of the world? (6)	World Faith: What do stories from Islam teach Muslims about how to live their lives? (5)	4.4 A story of betrayal or trust? (5)	4.3 Why do Christians believe Jesus is the son of God? (7)	World Faith: What are the main beliefs of Hinduism? (6)
	PE	Multi-Skills	Gymnastics	Dance	Hockey	Athletics	Badminton
	Music	Mamma Mia (Sing, Improvise, Compose) (Year 4)	Glockenspiel Stage 2 (The language of music) (Year 4)	Stop! (Year 4)	Lean on Me (Pulse, rhythm, pitch) (Year 4)	Blackbird (Pulse, rhythm, pitch) (Year 4)	Reflect rewind and replay (Year 4)
	Computing	My Online Life (Year 4)	Real or Fake (Year 4)	Hour of Code (Year 4)	Endangered species (Year 4)	Dinosaurs (Year 4)	Games designer (Year 4)
	PSHE	Me and my relationships (Year 4)	Valuing differences (Year 4)	Keeping safe (Year 4)	Rights and Respect (Year 4)	Being my best (Year 4)	Growing and changing (Year 4)