**Year 3 and 4 (Cycle A)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Unit** | ***The Battle of Hastings*** | ***Burps, Bottoms and Bile.*** | ***I am Warrior******Boudicca*** | ***Traders and Raiders*** | ***Waterworld – The Water Cycle*** |
| ***Anglo-Saxons and Scots*** | ***Vikings and Anglo-Saxon struggles*** |
| **Core Values** | Independence and Equality | Smart and Effort | Partnership | Caring and Compassionate | Resilience | Truthful |
| **Reading text** | 1066 I was there by Jim EldridgeThe Battle of Hastings byHelen Cox Cannons | Demon Dentist by David WalliamsYour growling guts and dynamic digestive systemBy Paul Mason | Roman diary: the journal of Iliona Richard Platt and David ParkinsWhat the Romans did for usAlison Hawes | Beowulf (Osbourne)Britain's settlement by the Anglo-Saxons and ScotsClaire ThropArthur and the Knights of the Round Table by Marcia Williams (myth) | The Littlest Viking by Sandi ToksvigVikings in 30 seconds by Phillip Steele. | Song of the Dolphin BoyThe drop in my drink: the story of water on our planet by Meredith Hooper |
| **Writing stimulus** | 1066 I was there by Jim EldridgeThe Battle of Hastings byHelen Cox Cannons | Demon Dentist by David Walliams | Roman diary: the journal of Iliona by Richard Platt and David ParkinsWhat the Romans did for us by Alison Hawes | Beowulf (Osbourne)Britain's settlement by the Anglo-Saxons and ScotsClaire Throp | How to be a Viking by Cresida Cowell | Flotsam by David WeisnerOnce upon a Raindrop by James Carter (JC) Explanation text |
| **English** | **Writing to entertain** (historical recount)**Writing to inform** (Information Text – What was life like as a knight in 1066?) | **Writing to entertain** (diaries – point of view, poetry: kenning)**Writing to inform** (explanation text) | **Writing to inform** (Information text - What the Romans did for us?)**Writing to entertain**(diary entry) | **Writing to entertain** (narrative poem)**Writing to entertain** (A character description)**Writing to Inform**(Non-chronological) | **Writing to entertain** Writing about an event from different points of view**Writing to entertain** (poetry: tanka and cinquain) | **Writing to entertain** (Stories with dilemmas) **Writing to persuade** (letter to environment minister) |
| **English links to topic writing** | **Writing to recount** Recount of the Battle of Hastings | **Writing to Inform**Digestive system | **Writing to inform**Recount Boudicca’s story | **Writing to instruct** | **Writing to inform** Non-chronological report about Viking ships | **Writing to inform** Explanation of the journey of a river. |
| **Maths Year 3** | **Number**Place value to 100 and 1000**Number**Addition and subtraction | **Number**Addition and subtraction**Number**Multiplication and division A | **Number**Multiplication and division B**Measurement**Length and perimeter | **Number**Fractions A**Measurement**Mass and capacity | **Number**Fractions B**Measurement**Money**Measurement -** Time | **Measurement**Time**Geometry**Shape**Statistics** |
| **Maths Year 4** | **Number**Place value to 1000 and 10,000**Number**Addition and subtraction | **Measurement**Area**Number**Multiplication and division A | **Number**Multiplication and division B**Measurement**Length and perimeter | **Number**Fractions**Number**Decimals A | **Number**Decimals B**Measurement**Money**Measurement -** Time | **Geometry**Shape**Statistics****Geometry**Position and direction |
| **Science** | **Electricity** | **Animals including humans** | **Sound** | **States of Matter** | **All Living Things** |
| **British Values** | Mutual respectToleranceIndividual liberty | Mutual respectToleranceIndividual liberty | Democracy The rule of Law Individual liberty | Democracy The rule of Law Individual liberty | Individual libertyDemocracyMutual respect | Mutual respectThe rule of law |
| **Key Topic Focus** | History and Geography | Science | History | History and Geography | History and Geography | Geography |
| **History** | The Battle of Hastings - 1066  |  | The Impact of the Roman Empire | Britain’s settlement by Anglo-Saxons and Scots | The Viking and Anglo-Saxon struggle for the Kingdom of England |  |
| **Geography** | Local geography |  | The Roman Empire in Europe | Where did the Anglo-Saxons and Scots invade and raid? | Where did the Vikings and Anglo-Saxons battle? | The Water CycleOceans of the World |
| **RSHE** | My Feelings | My Body | My Relationships | My Beliefs | My Rights and Responsibilities | Asking for help |
| **R.E** | L2.1 – What do Christians learn from the Creation story? (UC: Creation/Fall)  | L2.2 – What is it like for someone to follow God?(UC: People of God) | L2.9 – How do festivals and worship show what matters to Muslim? | L2.10 – How do festivals and family life show what matters to Jewish people? | L2.4 – What kind of world did Jesus want?(UC: Gospel) | L2.12 – How and why do people try and make the world a better place? (C, M/J, NR) |
| **PSHE** | Being Me in the World. | Celebrating Difference. | Dreams and Goals. | Healthy Me. | Relationships. | Changing Me. |
| **Art** | Sketching inspired by the Bayeux tapestry | Draw a selection of fruit/vegetables: sketching techniques, shading, shadows and proportion | Mosaics (Study historical artists and architects) |  |  | Study of the artist Hokusai, ‘‘The Great Wave off Kanagawa’ using  |
| **DT** | Electrical SystemsSimple circuits andSwitches |  | Design and make models of Roman chariots. | FoodPreparing Fruit and vegetables | Textiles2D shape to 3D product |  |
| **Computing**  | Computing Systems and networks - Connecting Computers | Creating media – Stop-frame Animation: | Creating media - Desktop PublishingE-safety week | Data and Information - Branching databases | Programming A – Sequencing sounds | Programming B - Events and actions in programs  |
| **Music** | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind and Replay |
| **P.E** | Gym – Stretching, Curling and Arching. Games – Ball Skills | Gym – Symmetry and AsymmetryGames – Creative games making | Gym - PathwaysDance | Gym -Travelling with a change of front and change of direction.Dance | DanceGames – Net/Court/Wall games | AthleticsAthletics |
| **French** | Phonics lesson 1 & 2 I'm Learning French | Animals(Les Animaux)  | I can…(Je peux…) | Colours and Numbers(Les couleurs et les nombres) | Presenting myself(Je Me Présente) | Family(La Famille) |