

Year 3 and 4 – Year A

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Topic - Settlements	Topic - Settlements	Topic - Egyptians	Topic - Egyptians	Topic - Brazil	Topic - Brazil
ENGLISH	The children are taught according to the national curriculum English programme of study. They develop their spelling, handwriting, knowledge of grammar, vocabulary and punctuation through targeted lessons and through a range of writing composition opportunities. Application of writing skills is reinforced throughout all subjects. Reading skills are also developed during English lessons, reading time and across a range of curriculum areas.					
MATHS	The children are taught according to the national curriculum mathematics programme of study. They cover aspects of number, measurement, geometry and statistics, based on assessments and evaluations. Their curriculum over the year ensures progression, development and application from skills already known.					
R.E.	What can we learn from stories shared by Christians, Jews and Muslims? (10-12 hours)		What does it mean to be a Sikh? (10 hours)	What are the deeper meanings of festivals? (10 hours)	Does a wonderful world mean a wonderful God? (10-12 hours) Pentecost themed week	
COMPUTING	Text and Graphics Topic related work		Models and Simulations Topic related work Internet Safety day related discussions		Digital Media Topic related work	
SCIENCE	Animals including humans		Electricity	Sound	Light	Living things and their habitats
HISTORY/ GEOGRAPHY	History - Anglo Saxons, Scots and Vikings Geography - Settlements		Egyptians Early civilisations		Geography – Brazil (South American study)	
ART & DESIGN DESIGN &TECHNOLOGY	Sculpture – Anglo-Saxon Celtic crosses. Use of clay (6 weeks) Drawing – book illuminations – looking at illustration, metallic pens and fonts/ letters.		Sewing skills Refining sewing stiches with needles and thread. Designing and making Egyptian Purses Drawing skills (6 weeks) – learning and drawing perspective looking at size of objects, vanishing point, foreground, middle ground and background, shades of colours for distance. L. S. Lowry art Photography of urban locations. Local artists.		Drawing/painting skills (4 weeks) Colour mixing, tones of colour and Brazilian Art Construction -Carnival Art (8 weeks) Designing and making carnival inspired costumes.	
MUSIC	Recorder	Play it Again –	The Class Orchestra	Timbre/	Dragon Scales –	Structure/

	Dynamics	Exploring rhythmic patterns (combine use of Boomwhackers)	– Exploring arrangements	Pitch (linked to topic Ancient Egyptians Song)	Exploring pentatonic scales (incorporating Boomwhackers)	Duration (linked to topic) Samba drumming and music yr4
P.E.	Y3 and 4 - Dance Y4 - Swimming Y3 - SAQ & Fitness/ Circuits	Y3 and 4 - Gym Y4 - Swimming Y3 - Invasion Games (hockey)	Y3 - Swimming Y3 - Net/Wall Games (Tennis) Y4 - Invasion Games (Tag Rugby) Y4 - Cross Country & SAQ/Fitness	Y3 - Swimming Y3 – Outdoor Adventurous Activities (Problem solving) Y4 - Net/Wall Games (Volleyball) Y4 - Dance	Y3 – Swimming Y3 and Y4 – Athletics (run, jump and throw) Y4 - Net/Wall Games (badminton)	Y3 - Swimming Y3 and Y4 - Striking & Fielding Games (Y3 rounders, Y4 cricket) Y4 – Outdoor Adventurous Activities (Problem solving)
PSHE EDUCATION AND CITIZENSHIP	Y3 and 4 - Class promises Rules for circle time Stranger Danger (Citizenship) Discussion: Emergency Aid Procedures – where & how to get help; first aid badges / fire drill (Teaching children how we safeguard them)	Y3 and 4 - Firework safety Getting on and falling out – focus on friends Resources linked to National Anti- Bullying week (SEAL)	Y3 and 4 - Going for Goals (SEAL) Y3 - Need for rules/ school rules To learn the difference between wants, rights and needs. Y4 - Breaking the law and enforcing the law (Citizenship) Discussion: Safety online inc social media, responsible use of ICT & mobile phones (Teaching children how we safeguard them)	Y3 - Charities Y4 - To discuss the role of and need for charities in society. (Economic and Health Wellbeing) Y3 and 4 - Improving the environment (Environmental)	Y3 – Tobacco Y4 – Alcohol (Drug Education) Discussion: Emergency Aid Procedures – where & how to get help; first aid badges / fire drill (Teaching children how we safeguard them)	Y3 - What makes a healthy lifestyle? What keeps the body healthy? To realise the need for a balanced diet and the importance of physical activity and maintaining good oral hygiene. Y4 - How do we make simple choices which affect our health and well-being? To understand about the process of growing from young to old and how peoples’ needs change. What are the benefits of a balanced diet as

						<p>part of a healthy lifestyle? Heartstart Level 2 Session 3 Safety in the sun (Healthy Living) Y3 - Your feelings your choice (L and G) Y4 - Keeping safe (L and G) Y3 and 4 - Good to be me (SEAL)</p>
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Year 3 and 4 – Year B

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	The children are taught according to the national curriculum English programme of study. They develop their spelling, handwriting, knowledge of grammar, vocabulary and punctuation through targeted lessons and through a range of writing composition opportunities. Application of writing skills is reinforced throughout all subjects. Reading skills are also developed during English lessons, reading time and across a range of curriculum areas.					
MATHEMATICS	The children are taught according to the national curriculum mathematics programme of study. They cover aspects of number, measurement, geometry and statistics, based on assessments and evaluations. Their curriculum over the year ensures progression, development and application from skills already known.					
R.E.	Why do people think Jesus is inspirational? (10-12 hours)	How should we live and who can inspire us? (6-7 hours)	What does it mean to be a Jew? (10 hours)	Where, how and why do people worship? (10 hours)	How should we live and who can inspire us? (6-7 hours)	How and why do believers show their commitments during the journey of life? (7 hours)
COMPUTING	E-Communication Topic related work Internet Safety		Data Handling – Link to Maths Topic related work E-Communication		Programming and Control Topic related work	
SCIENCE	Forces and magnets		States of Matter	Plants	Rocks	Mad Scientists
HISTORY/ GEOGRAPHY	Tudors, Stuarts and Monarchs a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Romans The Roman Empire and its impact on Britain		Italy, Rome, Volcanoes, Roseberry Topping	
ART & DESIGN DESIGN &TECHNOLOGY	Food Technology - Cooking skills reading and following recipes for biscuits & Pottage for the Tudor Day. Drawing/portrait skills: proportions of face and body, skin/hair tones colour mixing.		Roman art/frescos/Roman Mosaics: designing and making a class fresco, drawing and painting themselves to combine together on the wall in the style. DT: Woodwork, constructing and painting Roman Shields.		Landscape work: Paint mixing and tones/blends of colour – Drawing skills: learning and drawing perspective looking at vanishing point, foreground, middle ground and background, shades of colours for distance. Local Artists & Digital Artwork with scenes of Roseberry Topping.	
MUSIC	Recorder Dynamics	Painting with sound – Exploring sound colours	Salt, Pepper, Vinegar, mustard – Exploring singing games	Timbre/ Pitch (linked to topic)	Animal Magic – Exploring descriptive sounds	Duration/ Structure (Linked to topic)

<p>P.E.</p>	<p>Y3 and 4 - Dance Y4 - Swimming</p> <p>Y3 - SAQ & Fitness/ Circuits</p>	<p>Y3 and 4 - Gym Y4 - Swimming</p> <p>Y3 - Invasion Games (hockey)</p>	<p>Y4 – Swimming Y3 - Net/Wall Games (Tennis)</p> <p>Y4 - Invasion Games (Tag Rugby) Y4 - Cross Country & SAQ/Fitness</p>	<p>Y4 - Swimming Y3 – Outdoor Adventurous Activities (Problem solving)</p> <p>Y4 - Net/Wall Games (Volleyball) Y4 - Dance</p>	<p>Y4 – Swimming Y3 and Y4 – Athletics (run, jump and throw) Y4 - Net/Wall Games (badminton)</p>	<p>Y4 - Swimming Y3 and Y4 - Striking & Fielding Games (Y3 rounders, Y4 cricket) Y4 – Outdoor Adventurous Activities (Problem solving)</p>
<p>PSHE EDUCATION AND CITIZENSHIP</p>	<p>Y3 and 4 - Class promises Rules for circle time Stranger Danger (Citizenship)</p> <p>Discussion: Emergency Aid Procedures – where & how to get help; first aid badges / fire drill (Teaching children how we safeguard them)</p>	<p>Y3 and 4 - Firework safety Getting on and falling out – focus on friends Resources linked to National Anti- Bullying week (SEAL)</p>	<p>Y3 and 4 - Going for Goals (SEAL) Y3 - Need for rules/ school rules To learn the difference between wants, rights and needs. Y4 - Breaking the law and enforcing the law (Citizenship)</p> <p>Discussion: Safety online inc social media, responsible use of ICT & mobile phones (Teaching children how we safeguard them)</p>	<p>Y3 - Charities Y4 - To discuss the role of and need for charities in society. (Economic and Health Wellbeing)</p> <p>Y3 and 4 - Improving the environment (Environmental)</p>	<p>Y3 – Tobacco Y4 – Alcohol (Drug Education)</p> <p>Discussion: Emergency Aid Procedures – where & how to get help; first aid badges / fire drill (Teaching children how we safeguard them)</p>	<p>Y3 - What makes a healthy lifestyle? What keeps the body healthy? To realise the need for a balanced diet and the importance of physical activity and maintaining good oral hygiene. Y4 - How do we make simple choices which affect our health and well-being? To understand about the process of growing from young to old and how peoples’ needs change. What are the benefits of a balanced diet as part of a healthy lifestyle? Heartstart Level 2 Session 3 Safety in the sun (Healthy Living)</p> <p>Y3 and 4 - Good to be me (SEAL)</p>

