

Year 3 / 4 - Cycle A

out	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
2021/2022	Stone age to Iron age		Invaders and Settlers: Vikings		Rainforest and Ancient Mayan Civilisation		
Maths	<ul style="list-style-type: none"> -Number and place value -Addition and subtraction -Properties of shape -Multiplication and division -Money -Time, bar charts and pictograms 			<ul style="list-style-type: none"> -Place value and decimals -Addition and subtraction -Measures and data -Fractions and decimals -Time, Shape -Multiplication and division 		<ul style="list-style-type: none"> -Number, place value and sequences -Addition and subtraction -Place value in money -Area, perimeter and coordinates -Capacity and finding change -Multiplication, division, fractions and decimals -Shape and angles, time and data 	
English	Fiction : -Stone Age Boy by Satoshi Kitamura Non-fiction : -Persuasive leaflets (variety of tourist information leaflets) Grammar : -Recap on full stops, capital letters, exclamation marks, question marks and commas for lists Y3: Determiners and paragraphs Y4: Pronouns	Fiction : -Stig of the dump by Clive King Grammar : Y3:Conjunctions Y4: Fronted adverbials	Poetry : - 'Beowulf' Grammar : Y3/4: Recap on Word classification – identifying nouns, adjectives, adverbs and verbs.	Myths and legends : -Thor's Stolen Hammer Grammar : Y3/4: Recap on Word classification – identifying nouns, adjectives, adverbs and verbs.	Fiction : - Tin Forest -Where the Forest Meets the Sea by Jeannie Baker Grammar: Y3: Adverbs and prepositions Y4: Apostrophes	Fiction : - The Explorer Katherine Rundell Non-fiction : - Chocolate: from Bean to Bar by Anita Ganeri Grammar: Y3: Speech and tenses Y4: Speech and noun phrases	
Science	Rocks : -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Recognise that soils are made from rock and organic matter	Sound : -Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear -Find patterns between the pitch of a sound	Light : -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be	Final half term spend on investigations involving creating a Viking boat and testing it – links to design technology and maths.	Animals including humans : -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions	Plants : -Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flower -Explore the requirements of plants for life and growth	

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	<p>Science Project: -Creating rock museum</p> <p>and features of the object that produced it -Find patterns between the volume of a sound and the strength of the vibrations that produced it -Recognise that sounds get fainter as the distance from the sound source increases. (Yr 4 – Linked to music)</p>	<p>dangerous and that there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is blocked by an opaque object -Find patterns in the way that the size of shadows change. (Y3)</p> <p>Science Project: -Shadow investigation and reflection of light</p>	<p>Science Project: -Creating own fair tests and recording own results</p>	<p>-Construct and interpret a variety of food chains, identifying producers, predators and prey. (Yr4)</p> <p>Science Project: -Creating the digestive system using materials and recreating the food flowing through the body. -Exploring the teeth model. -Creating food chain –paper chains</p>	<p>-Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flower plants.</p>
History	<p>Changes in Britain from Stone age to Iron age :</p> <ul style="list-style-type: none"> - Realise that the past can be divided into different periods of time. - Recognise some of the similarities and differences between different periods in history. (i.e. links to previous eras studied; topics which 'overlap' several historical eras). - Place periods studied on a timeline. - Sequence several events or artefacts. - Use dates and terms related to the period studied (include BC and AD, BCE and CE) - Place events from the period studied on a timeline. - Use terms related to the period and begin to date events. - Find out about everyday lives of people in the times studied and compare with our life today. - Identify and understand key features and events within period studied. - Show knowledge and understanding of some of the main events, people and changes studied. - Begin to give a few reasons for and consequences of the main events and changes. 	<p>Britain's settlement by Anglo-Saxons and Scots: <i>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <i>Comparing UK history to previous topic timeline – How were the Maya civilisation living at this time? Compare and contrast – class debate.</i></p> <ul style="list-style-type: none"> - Realise that the past can be divided into different periods of time. - Recognise some of the similarities and differences between different periods in history. (i.e. links to previous eras studied; topics which 'overlap' several historical eras). - Place periods studied on a timeline. - Sequence several events or artefacts. - Use dates and terms related to the period studied (include BC and AD, BCE and CE) - Place events from the period studied on a timeline. - Use terms related to the period and begin to date events. 	<p>A non – European society that provides contract with British history - Maya civilisation AD 900 : <i>Links to 'chocolate topic' – 'Bean to bar'</i></p> <ul style="list-style-type: none"> - Find out about everyday lives of people in the times studied and compare with our life today. - Use a range of sources to find out about a period. - Respond to questions about the past. - Use evidence from different sources to build up a picture of a past event. - Ask and answer questions about the past. 		

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	<ul style="list-style-type: none"> - Explain why key events happened and why people in history acted as they did. - Distinguish between and compare different sources of evidence. - Begin to critically evaluate the usefulness of different sources. - Use stories to identify the differences between fact and fiction. - Begin to use key words and phrases from the time period (past, ancient, modern) - Use a range of sources to find out about a period. - Respond to questions about the past. - Use evidence from different sources to build up a picture of a past event. - Ask and answer questions about the past. - Use key words and phrases from the time period correctly and with more confidence (decade, century, millennium, BC/AD, period). <p><i>Trip to Butser Ancient Farm – acting as a Stone age person and discussing the artefacts. Then noticing the impact of the discovery of metal</i></p>	<ul style="list-style-type: none"> - Find out about everyday lives of people in the times studied and compare with our life today. - Identify and understand key features and events within period studied. - Show knowledge and understanding of some of the main events, people and changes studied. - Begin to give a few reasons for and consequences of the main events and changes. - Explain why key events happened and why people in history acted as they did. - Distinguish between and compare different sources of evidence. - Begin to critically evaluate the usefulness of different sources. - Use stories to identify the differences between fact and fiction. - Begin to use key words and phrases from the time period (past, ancient, modern) - Use a range of sources to find out about a period. - Respond to questions about the past. - Use evidence from different sources to build up a picture of a past event. - Ask and answer questions about the past. - Use key words and phrases from the time period correctly and with more confidence (decade, century, millennium, BC/AD, period). 				
Computing	Online safety Creating Digital Content Programming : -Debugging	Creating Digital Content : -Spreadsheets Programming : -Variables	Creating Digital Content : -Search technologies & blogging Programming : -Inputs/outputs	Online safety Creating Digital Content : -Artwork & design Programming : -Repetitions	Creating Digital Content : -Web design Programming : -Conditions	Creating Digital Content : -Collecting & analysis of data Programming : -Quiz

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Art and Design	Creating a cave painting <i>Artist focus: Lascaux – cave paintings</i>		Mod roc/clay sculpture <i>Artist focus: Lewis Chessmen.</i>		Animal portrait in oil pastels. <i>Artist focus: Henri Rousseau - 'Tiger in a Tropical Storm'</i>	Batik	
Design Technology		-Simple circuits and switches -Creating a Christmas decoration / sign		-Shell structures linked to topic			
Geography				<ul style="list-style-type: none"> -Geographical similarities and differences (both human and physical) of a region in a South America. -Contrasting a non-European society to British history – Mayan civilisation 			
Music	-Explore performance and composition	-Exploring sound and structure	-Exploring beat and pitch	-Explore structure and pitch	-Exploring composition and beat	-Exploring notation and performance	
Religious Education	Symbols : -What do signs and symbols mean in religions?		Hinduism		The Bible	Journeys to important places	
P.S.H.E	Relationships Families and friendships : -What makes a family -Features of family life		Living in the wider world Belonging to a community : -The value of rules and laws -Rights, freedoms and responsibilities		Health and Wellbeing Physical health and Mental wellbeing : -Health choices and habits -What affects feelings -Expressing feelings		
	Safe relationships : -Personal boundaries -Safely responding to others -The impact of hurtful behaviour		Media literacy and digital resilience : -How the internet is used -Assessing information online		Growing and changing : -Personal strengths and achievements -Managing and reframing setbacks		
	Respecting ourselves and others : -Recognising respectful behaviour -The importance of self-respect -Courtesy and being polite		Money and work : -Different jobs and skills -Job stereotypes -Setting personal goals		Keeping safe : -Risks and hazards -Safety in the local environment and unfamiliar places		
P.E	SAQ Gymnastics (Complete PE): Pathways	Dance (Complete PE): Cats	Dance (Complete PE): Space Games (Complete PE): Invasion	Dance (Complete PE): Space Games (Complete PE): Netball	Gymnastics (Complete PE) : Symmetry and Asymmetry Games (Complete PE):	OAA (Complete PE) Dance: (Complete PE) Wild Animals	Athletics (Complete PE) Games (Complete PE): -Striking & fielding

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