

YEAR B YEARS 3 AND 4	AUTUMN		SPRING		SUMMER	
	Great Places	How have Humans Changed Our World?	Healthy Body, Healthy Mind	From Stonehenge to the Shard	The Air We Breathe	People from Around the World
Starter/Visit	Time and Tide	Classrooms into Caves.				Visit a seashore, river bed or rocky outcrop
English	Stone Age Boy (book) Stories about journeys/travel Recounts Descriptive writing Chronological reports Poetry focus: From A Railway Carriage	Chronological reports Persuasive writing Fact files	Persuasive - healthy eating/radio adverts Menus Non-chronological reports - parts of the body Poetry Focus: Journey To The Centre Of My Brain, The Magic Box	Myths and legends Non-chronological reports Stories set in Europe Fairy stories Biographies Non-chronological reports	Recounts Leaflets Poetry Dilemma Storie Speeches	Recounts Historical Narrative Narrative using Personification Newspaper reports Poetry
Maths	See Rising Stars Maths Curriculum					
RE	How do Hindus worship? How and why is Advent important to Christians?		What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday?		What do Hindus believe and how does this affect the way they live their lives?	
Science	Rocks Pupils should be taught to: <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter. 	Forces and Magnets Pupils should be taught to: <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles 	Animals, Including Humans Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	Plants Pupils should be taught to: <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower - 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 	Light Pupils should be taught to: <ul style="list-style-type: none"> - 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 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 a solid object - find patterns in the way that the size of shadows change. Emergency Plan for a Volcanic Eruption	Plants Pupils should be taught to: <ul style="list-style-type: none"> - 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.
History	Change - Stone Age to Iron Age Who was here before me?		Explorers. What happens inside us? Captain Cook and Scurvy Lives and work of significant scientists Potatoes Honey		Earliest civilisation – choice e.g. Egypt/Ancient China Why are the pyramids in Egypt? Ancient Rome and Pompeii	
Geography	Different mountains and rock formations		Locational knowledge. Exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features		Investigating volcanoes and earthquakes.	Geographical skills and fieldwork - using maps, atlases and globes. Understanding continents and regions of the world.
Computing	Computer Science – write programs that accomplish specific goals. IT Digital Literacy		IT – use a variety of software packages, collect information Digital Literacy		Computer Science – work with various forms of input/output IT Effective searching Presentation Digital Literacy	
DT	Tool design and making.	Control - produce a book with moving parts. Designing and making clothes for characters from the book.	Creating human organs and body systems - how can we represent these? Product development - creating a healthy drink.	Structure - make a photo frame/mirror – to display a map of the UK or city etc.	Textiles - linked to Egyptian art Sculpture Photography Mummification - papier mache.	

Art and Design	Neolithic Art, Clay beakers, Iron Age Jewellery Cave art. Learning cafe - Stonehenge from lollipop sticks.	Drawing /painting/ sculpture – range of media. Related to the human physical form.		Architects and designers	Rousseau - drawing the natural world Working with colour.	Printing – landscape/buildings
Music	Play and perform - rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat Improvise and Compose - percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas		Play and perform - notated, repeated rhythms – derived from UK cities/places: Sequence-structure- create textures (say/play) Listen and appraise - regional songs/dances - folk and national music		Play and Perform - tuned instruments: Pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc.	
MFL	Core Unit 1 - Greetings and Family	Core Unit 2 - Days of the Week, counting to 20 and colours Christmas	Core Unit 3 -Months of the Year, counting to 31 and parts of the body	My Home - Where you live and different rooms in the home	My Town - Shops, shopping and money	Describing People - Describing themselves and others and what they are wearing
PE	Invasion Games Basketball, Football, Netball, Hockey, Rugby	Gymnastics Use of Flexibility, technique, control and balance	MTM/ETM movement/exercise to music, Dance	Invasion Games Basketball, Football, Netball, Hockey, Rugby	Striking /fielding Rounder's, Cricket, T-Ball	Sports Day Activities