

Year Three and Four Curriculum Cycle A 2019-2020

AUTUMN	September and October			November and December		
Theme	Stones and bones			Heavy Metal		
Text type	A tale of fear (3)	Non chronological reports (3)	assessment	Instructional text (2)	Balanced Argument (2)	Defeating the monster story (3)
Book at the heart	Wild girl – Chris Wormell Stig of the dump – Clive King to be read in year 4 as a class reader	Selection of texts from SLS Model text The Stone Age: Hunters, Gatherers and Woolly Mammoths		How to wash a woolly mammoth	Iron Man	
Maths	Place value 4 digit numbers (Year 4) 3 digit numbers (year 3)	Addition and subtraction 4 digit numbers (Year 4) 3 digit numbers (year 3)		Perimeter (year 4)	Multiplication and division 6, 7, 9, 11 and 12 times tables (year 4) 3, 4 and 8 times tables (year 3)	
Visits/visitors						
History or..	Stone Age Britain NC <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Milestones <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 			Iron Age Britain NC <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture gain historical perspective by placing their growing knowledge into different contexts understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Milestones		

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		<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
...Geography		
Art or..	<p>Sketching and still life drawing Sgraffito Studying the work of Van Gogh NC</p> <ul style="list-style-type: none"> ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. <p>Milestones</p> <ul style="list-style-type: none"> ▪ Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. ▪ Mix colours effectively. ▪ Experiment with creating mood with colour. ▪ Create original pieces that are influenced by studies of others. 	
...DT		<p>Pneumatics (design and make a robotic arm) NC</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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		<ul style="list-style-type: none"> ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Milestones</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design.
Science	<p>Rocks and soils</p> <p>NC</p> <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. 	<p>Forces including magnetic forces</p> <p>NC</p> <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 • predict whether two magnets will attract or repel each other, depending on which poles are facing.

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RE	Sacred texts - How do sacred texts and other sources help people to understand God, the world and human life?	Is light a good symbol for celebration? – Study light in different faiths. Christmas, Diwali, Hanukkah
Music	Recorders	Recorders
Computing	Year 3: Coding: Animations – Space Year 4: Coding: Interactive - Chatbot design, write and debug programs that accomplish specific goals use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Digital Literacy: Research and develop a topic select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
PSHE	Healthy Eating	Changes and goal setting
PE	Indoor – Swimming, Gymnastics Outdoor - Football	Indoor – Badminton, Swimming (y4), Dance (y3) Outdoor – Tag Rugby