

Year Three and Four Curriculum Cycle A 2019-2020

SPRING	January and February (6 weeks)				March and April (6 weeks)	
Theme	Mexico and Me				Near and far	
Text type	Writing in character (letter) (2)	Writing to compare (2)	Poetry (poems from another culture) (1)	Assessment (1)	Fantasy tale – voyage & return (4)	Poetry - Jabberwocky (2)
Book at the heart	The princess and the warrior Traditional Mexican tale BFI short film El Caminate (Year 3)				Alice in Wonderland	
Maths	Multiplication and division 6, 7, 9, 11 and 12 times tables	Area	Fractions		Fractions	Decimals
	Multiplication and division 3, 4 and 8 times tables		Money	Statistics	Length and perimeter	Fractions
Visits/visitors						
History or..						
...Geography	Mexico including features of globe NC <ul style="list-style-type: none"> ▪ identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle. ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 				Milton Keynes <ul style="list-style-type: none"> ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ describe and understand key aspects of: ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area 	

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		using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art or..	<p>Masks</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ 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 ▪ Select and arrange materials for a striking effect. ▪ Include texture that conveys feelings or expression. ▪ Use a number of brush techniques using thin and thick brushes to create shapes, textures, patterns and lines. ▪ Add materials to provide interesting detail. ▪ Comment on artworks using visual language. 	
...DT		<p>Puppets</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

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		<ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ 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 ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Science	<p>Teeth and healthy eating</p> <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. • identify the different types of teeth in humans and their simple functions 	<p>Light and dark</p> <p>Pupils should be taught to:</p> <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 an opaque object ▪ find patterns in the way that the size of shadows change.
RE	How have Christians been inspired by others?	Why do Christians call the day Jesus died 'Good Friday'? (Core material)
Music	Recorders	Recorders

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Computing	Digital literacy: combining aspects to create content	Presenting data using spreadsheets
PSHE	Year 3: Healthy relationships Year 4: Conflict resolution	Recognising and responding to bullying Safety in the local area
PE	Outdoor – Hockey Indoor – Badminton (y3), Swimming, Gymnastics (y4)	Outdoor - Basketball Indoor – Badminton, Swimming (y4), Multi Skills (y3)