

CURRICULUM PLAN CYCLE A 2021 TO 2022 YEAR 3/4

TERM	AUTUMN		SPRING		SUMMER	
TERM	1	2	3	4	5	6
National and Whole school events	Harvest	Remembrance Day Children in Need Christmas Fayre Carol Concert	Comic Relief	Y3/4 production		School Games Week Summer Fayre
Class Topic	Stomp! Hunter Gatherers	Scrumdild lyumptious!	Wondrous world	We are warriors	Eats shoots and leaves! (plants)	Water World
Hook	Setting up a fossil dig to find	Chocolate cake/ cookie tasting	Earthquake Classroom	Peterborough Museum	Planting the veg / salad plots Bakkavor	Snipe dales Welland Rivers Trust Nene Park Trust
Key Outlook	Creative outlook	Enterprise outlook	Global outlook	Global outlook	Healthy outlook	Creative outlook
Key Subject	Science	Design and Technology	Geography	History	Science	Geography
English (Writing Genres)	Narrative - Stone Age Boy – Stone age adventures Class author – simple biography Non-chronological – Why was Stonehenge built and what was it used for? Explanation – The children’s own invention- The Shirt Machine	Persuasive writing – Adverts – anew chocolate product Poet study Michael Rosen Narrative – fantasy (Literacy Shed Unit)	Newspaper report – natural disaster Poetry – Calligrams Narrative – suspense and tension	Historical narrative Non- chronological report – aspects of Roman Life Non- fiction - diary	Narrative – text study Non fiction – letter Non- fiction report	Narrative - Poetry – Free verse Non-fiction – explanation – journey of a river

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English (Quality Texts)	Ug Stone age boy The pebble in my pocket	Dahl – Charlie and the Chocolate Factory Chocolate cake – Michael Rosen	Escape from Pompeii	Romans on the rampage - Jeremy Strong Queen of darkness – Tony Bradman -	The day the world came to my house	Wind in the Willows A river Marc Martin
Mathematics	Place value Addition Subtraction	Multiplication Division	Multiplication and division Length, perimeter and area	Fractions Year 3: Mass and capacity Year 4: Decimals	Decimals including money Time	Statistics Properties of shape Y4 Position and direction
Science	Fossils, Rocks and soils Compare and group types of rocks Fossil formation How soils are made	States of matter – Solids, liquids, gases comparing and grouping materials and material change of state Melting chocolate – compare melted and not melted chocolate	No Science	No Science	Plants Identify parts of plants (roots, stem/trunk, leaves and flowers) Functions of parts of plants Requirements of plant life and growth Transportation of water within plants	States of matter Evaporation and condensation Water cycle
Geography		Chocolate and Fair trade	Wonderous World			Water World Human and Physical geography

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		Describe and understand human geography, land use, economic activity including: trade links Location of cocoa trees and climate Pod to product Ghanaian cocoa farmers	Human and Physical geography Volcanoes and Earthquakes			Mountains and rivers The water cycle Impact of flooding
History	Stone Age to Iron Age in Britain Stone age people Skara Brae Bronze age people Stonehenge Iron age people	A theme in British History History of Chocolate Aztec to Cadburys Non-European society - Aztecs	No History	Romans Empire and its impact on Britain Legacy of the Romans. Roman roads, baths, Roman gods, Roman lifestyle, clothes, food and houses. Including farming	No History	No History
Art	<u>Drawing</u> Cave drawing	<u>Textile</u> Christmas fabric Stocking Artist – William Morris	No Art	<u>Printing</u> Mosaic Patterns	No Art	<u>Painting</u> Rivers Artist – Monet
D & T	No DT	<u>Textiles</u> Chocolate Textiles – Christmas packaging – snowman/stocking shaped fabric	<u>Structures</u> Design an earthquake proof house/tower/bridge children to create test and rebuild a structure to specific	No DT	<u>Food Technology</u> Healthy meal (cold) Field to plate - Tesco	No DT

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		packaging (with buttons)	design criteria that must move with the movement of the earthquake			
Computing	<u>E safety – The Smart Crew</u>	<u>Sketch up</u>	<u>Programming</u> Scratch – quiz	<u>Pages/Keynotes</u> Poster for Gladiator fighting	<u>Data handling</u> Numbers	<u>Programming</u> Crumble – traffic lights
MFL Spanish	Greetings How are you? Introducing yourself Colours	Numbers to 12 How old are you? Where do you live? My family	Classroom instructions Classroom objects Numbers 13-21 The Las Fallas festival	Nationalities Numbers 22-40 Easter in Spain	Telling the time Time of the day Shops/Euros	The La Tomatina festival Animals and pets Clothes
Music	<u>Recycling</u> Year 4 (Unit 4)		<u>Time</u> Year 3 (Unit 6) and 4 (Unit 10)	<u>Easter Concert</u> Sing in two-part harmony (Conert)	<u>In the past</u> Year 3 (Unit 7) In the past Year 4 (Unit 11)	<u>Recycling</u> Year 4 (Unit 4)
P.E.	<u>Athletics</u> <u>Year 3 Unit 2</u> Extra resources Tops and Shine Awards <u>Gymnastics</u> <u>Unit I (year 4) Stretching curling and arching</u>	<u>Gym unit N Y3</u> Pathways <u>Invasion games unit 3 y4</u>	<u>Dance UNIT 2 (year 4) Electricity</u> Imoves Dance Romans <u>Gymnastics UNIT R (year 4) Balance</u> Leading into Change of Front and Direction Extra-UNIT O	<u>Dance UNIT 1 (year 4) Giraffes can't dance.</u> These shoes are made for walking Incognito English country dancing unit <u>Net/Wall Games UNIT 1 (year 4)</u>	<u>Invasion Games</u> <u>UNIT 2 (year 4)</u> Problem solving <u>Imoves Dance</u> Smarty Pilates	<u>Athletics Year 4 UNIT 2</u> Extra resources Tops and Shine Awards <u>Striking and Fielding UNIT 4 (year 4)</u>
R.E.	<u>Christianity</u> <u>Story and Symbol</u> God: What do people believe about God?		<u>Islam</u> Story and symbol God: What do people believe about God?		<u>Expressing belief through the arts</u> <u>Christianity and Sikhism</u>	

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	<p>What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian belief?</p>		<p>What is the purpose of visual symbols in a mosque? Community expression Community, worship and celebration: How do people express their religion and beliefs? How is Hindu worship/belief expressed collectively? How does Muslim worship and celebration build a sense of community? Expressions of belonging Life journey, rites of passage: How do people mark important events in life? How do Muslims show they belong?</p>		<p>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</p> <p>Exploring diverse ways in which religious and non-religious people express their beliefs through the arts: could include local case studies.</p>	
P.S.H.E.	Being me and my world		Celebrating difference		Changing me	
Passport day	<p>France, Italy or Spain Location of the European and neighbouring countries. How we would reach the country from the UK, which countries would we travel across? How would we travel from France to Spain, Spain to Italy? Location of country related to the equator and the tropics Surrounding seas/ oceans. Mountain ranges and key rivers and cities.</p>	<p>France, Italy or Spain Climate – using data to discover the climate of the country Why would people visit this country? Land use and exports Cultural elements</p>	<p>France, Italy or Spain Location of the European and neighbouring countries. How we would reach the country from the UK, which countries would we travel across? How would we travel from France to Spain, Spain to Italy? Location of country related to the equator and the tropics Surrounding seas/ oceans. Mountain ranges and key rivers and cities.</p>	<p>France, Italy or Spain Climate – using data to discover the climate of the country Why would people visit this country? Land use and exports Cultural elements</p>	<p>France, Italy or Spain Location of the European and neighbouring countries. How we would reach the country from the UK, which countries would we travel across? How would we travel from France to Spain, Spain to Italy? Location of country related to the equator and the tropics</p>	<p>France, Italy or Spain Climate – using data to discover the climate of the country Why would people visit this country? Land use and exports Cultural elements</p>

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					Surrounding seas/ oceans. Mountain ranges and key rivers and cities.	
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