







# Year 3/4 - A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Stone Age to Iron Age</b></p> 	<p><b>Around the World</b></p> 	<p><b>Stone Age to Iron Age</b></p> 	<p><b>Rainforests</b></p> 	<p><b>Victorian Britain</b></p> 	<p><b>Raging Rivers</b></p> 
<b>Secrets for Success</b>	<p><b>Our Behaviours for learning:</b> Trying new things, working hard, concentrating, pushing yourself, imagining, improving, understanding others and not giving up.</p>					
<b>School Values</b>	<p><b>Our behaviours for life:</b> <b>Honesty, Responsibility, Kindness and Respect</b></p>					
<b>British Values</b>	<p><i>Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.</i>  <b>The importance of rules and laws,</b> - Our pupils are taught to respect the rules in place through different religions.  <b>Individual liberty</b> - Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.  <b>Democracy</b> - Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.  <b>Mutual respect</b> for and tolerance of those with different faiths and beliefs, and for those without faith.  <i>Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.</i></p>					
<b>Memorable Experience</b>	Kents Cavern 20.09	Food tasting in class hook day	Walk on Dartmoor A visit to Grimspound 17.01	VR workshop week beginning 19/02	Powderham - servants for the day Victorian classroom experience	Visit to Exmouth Estuary 04.06
<b>Literacy</b>	Stone Age Boy- narrative  Write a narrative based on <b>The Boy with the Bronze Axe</b> by <b>Kathleen Fidler</b> and write a	Read <b>Great Women Who Changed the World</b> by <b>Kate Pankhurst</b> and write a biography about their mums	Read: <b>The Lion, The Witch and The Wardrobe.</b>  Write an alternative version of the story.	Read Windows by Jeannie Baker.  Write: Non-chronological report and a persuasive letter	Another twist in the tale  Write a setting description.  Write a diary entry.	Read: <b>The Explorer - Katherine Rundell</b>  Write: a story based on an exploration.

	non-chronological report using their knowledge about the Bronze age.					Read: <b>A River - Marc Martin</b>  Write a story poem about a journey down a river.
Maths	Y3 Unit 1 adding and subtracting across 10 Y3 Unit 2 numbers to 1,000  Y4 Unit 1 review of column addition & subtraction Y4 Unit 2 numbers to 10,000	Y3 Unit 2 (cont) numbers to 1,000  Y4 Unit 3 perimeter Y4 Unit 4 3,6,9 X tables	Y3 Unit 3 right angles Y3 Unit 4 manipulating the additive relationship and securing mental calculation  Y4 Unit 5 7 times table and patterns Y4 Unit 6 understanding & manipulating multiplicative relationships	Y3 Unit 5 column addition Y3 Unit 6 2,4,8 X tables Y3 Unit 7 column subtraction  Y4 Unit 6 (cont) understanding & manipulating multiplicative relationships Y4 Unit 7 coordinates	Y3 Unit 8 unit fractions  Y4 Unit 8 review of fractions Y4 Unit 9 fractions greater than 1	Y3 Unit 9 non unit fractions Y3 Unit 10 parallel and perpendicular sides in polygons Y3 Unit 11 time  Y4 Unit 10 symmetry in 2D shapes Y4 Unit 11 time Y4 Unit 12 division with remainders
Science	<p><b>Light</b> Year 3 Learn about light, how it travels, how it allows us to see and how shadows are formed.</p> <p><b>AT1 - Pattern Seeking</b> Look for patterns in what happens when the source moves or the distance between the light source and object changes. Investigation-moving torch away from an object and measuring shadow length.</p>	<p><b>Sound</b> Year 4 Learn about how sounds are produced. Investigate patterns in pitch, volume, shape of objects, strengths of vibrations and distance</p> <p><b>AT1 - Comparative and fair testing</b> Use data loggers to measure the decibels. Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</p>	<p><b>Living Things and their Habitats</b> Year 4 Investigate grouping and classifying living things. Learn that environments can change</p> <p><b>AT1 - Identifying, classifying and grouping</b> Identify and group animals with and without skeletons, observing and comparing their movement. Compare and contrast the diets of different animals and decide ways of grouping them according to what they eat. Tree diagram.</p>	<p><b>States and Matters</b> <b>Key Text: Once upon a raindrop</b> Plastics/Materials Learn about solids, liquids and gases - what they are and why they occur. Learn about changes of state and evaporation and condensation in the water cycle.</p> <p><b>AT1 - Observing over time</b> Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled Observe and record evaporation over a period of time, such as a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting</p> <p><b>AT1 - Research</b> Research the temperature at which materials change state, such as when iron melts or when oxygen condenses.</p>	<p><b>Plants</b> <b>Key Text: Botanicum, Kate Scott Grow, Rizanino Reyes</b> Year 3 Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth and how they vary from plant to plant.</p> <p><b>AT1 - Comparative and fair testing</b> Compare the effect of different factors on plant growth, for example the amount of light or fertiliser.</p>	Working Scientifically

History	<p><b>How did life change from the Stone Age to the Iron Age?</b></p> <p>Nomads becoming settlers Cultivation and innovation Religious beliefs</p>		<p><b>How did life change from the Stone Age to the Iron Age?</b></p> <p>Nomads becoming settlers Cultivation and innovation Religious beliefs</p>		<p><b>Was life the same for all Victorian children?</b></p> <p><b>Key Text: You wouldn't want to be a Victorian servant, Street Child</b></p> <p>Explore the inequality between rich and poor. Learn about similarities and differences in society – family life, education, work and pastimes Link to Powderham- Look at Victorian Kitchens at Powderham</p>	
Geography		<p><b>Where would I like to go?</b></p> <p>Use maps, atlases and globes to locate different countries of interest and describe the human and physical features.</p> <p>Focus on comparing Europe/UK/USA - countries and major cities. Focus on how natural features shape the borders of the different countries.</p> <p>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 North or South America</p>		<p><b>What are the significant elements that make up the geographical elements of our world?</b></p> <p><b>Key Text: Amazon Basin, Simon Chapman</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p><b>How is the mouth of the river Exe used by humans?</b></p> <p><b>Key Texts: A River, Marc Martin, Rivers and Coasts, Amy Chapman</b></p> <p>Locate all the major rivers and mountain ranges in the UK. Look at the physical features of mountains and rivers and their significance to settlements. Fieldwork: visit Exmouth/Dawlish Warren to photograph the mouth of the river Exe. Draw a map, use aerial maps and label the human/physical features and human land use</p>
PSHE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and changing
RE	CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and worship show what matters to a Muslim?	PEOPLE OF GOD: What is it like to follow God?	How do festivals and family life show what matters to Jewish people?	GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Computing	<b>Computing systems and networks</b>		<b>Creating Media</b>		<b>Data and information</b> (Maths- statistic - potential for Science/ data analysis)	
	<b>Connecting computers</b>	<b>The internet</b>	<b>Stop-frame animation</b>	<b>Audio editing</b>	<b>Branching databases</b>	<b>Data logging</b>

	<b>3.1</b> Identifying that digital device have inputs, processes, and outputs, and how devices can be connected to make networks.	<b>4.1</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	<b>3.2</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story	<b>4.2</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>3.4</b> Building and using branching databases to group objects using yes/no questions.	<b>4.4</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.
Music	Developing notation skills Wider Opps Recorders	Enjoying improvisation	Composing using your imagination.	Sharing musical experiences Wider opps - Glockenspiels	Learning more about musical styles	
DT		Cooking and nutrition Design a meal to sustain an explorer.		Design a 3D diorama of a rainforest.	<b>Mechanisms</b> Pneumatic toys	<b>Structures</b> Design and make a wind and waterproof roundhouse for iron age people. Kapow unit: constructing a castle.
Art	<b>Gestural Drawing with Charcoal</b> Making loose, gestural drawings with charcoal and exploring drama and performance.		<b>Working with shape and colour</b> 'painting with scissors' Collage and stencil in response to looking at art work.		<b>Telling stories through drawing and making</b> Explore how artists are inspired by other art sculpture inspired by literature and film.	
MFL French	Phonics Lesson 1 & 2 I'm Learning Fr/Sp/It	Animals	I Can	Fruits	Protecting Myself	At the Cafe
Physical Education	Tag Rugby	Netball	Gymnastics / Swimming	Handball	Dance	Athletics
	Tennis	Dance	Gymnastics	Gymnastics	Cricket	Swimming

