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| **Year 3/4 (Key Stage Two)** | | | | | | | | | | | | | | | |
|  | **Autumn One**  **(weeks)** | | | | **Autumn Two**  **(weeks)** | | **Spring One**  **(weeks)** | | | **Spring Two**  **(weeks)** | **Summer One**  **(weeks)** | | | **Summer Two**  **( weeks)** | |
| **Topic Title / Information:** | **Anglo-Saxons** | | | **Marvellous Maps** | | | **Vikings** | | | **All around the world** | **Maya Civilisation** | | | **Eastern Europe** | |
| **English** | As **Writers**, we will develop our skills in ‘Talk for Writing’ through a range of genres including: Defeat the Monster stories, Newspaper Reports, Setting Descriptions, Explanation Texts, Kennings and Figurative Language Poems.  As **Readers,** we will develop our comprehension skills, particularly focusing on retrieval, inference and deduction, through a range of stories and stand-alone texts. | | | | | | As **Writers**, we will develop our skills in ‘Talk for Writing’ through a range of genre including: Overcoming a Fear, Recount, Dilemma, Non-Chronological Report, Rhyming Poems and Dragon Poems.  As **Readers**, we will develop our comprehension skills, particularly focusing on inference and deduction, through a range of stories and stand-alone texts. | | | | As **Writers**, we will develop our skills in ‘Talk for Writing’ through a range of genre including: Quest/Legend, Persuasive Letter, Losing Tale, Discussion, Calligram and Haiku.  As **Readers**, we will develop our comprehension skills, focusing on authors choice and summarisation, through a range of stories and stand-alone texts. | | | | |
| **Science** | As **Scientists** we will plan different types of scientific enquiries to answer questions, including recognizing and controlling variables. We will take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. We will record data and results using scientific diagrams and labels, classification keys, bar and line graphs. We will use test results to make predictions to set up further fair tests. We will report and present findings from enquiries, including conclusions, in oral and written forms such as displays and presentations. We will identify scientific evidence that has been used to support or refute ideas or arguments. | | | | | | | | | | | | | | |
| **Science** | Forces and Magnets | | | | | Animals including Humans | | | | Light | Rocks | | | Plants | |
| |  | | --- | | **Geography** | | Maps | | | | | | All around the world | | | | Eastern Europe | | | | |
| **History** | Anglo-Saxons and Scots | | | | | | Vikings | | | | Maya Civilisation | | | | |
| As **Historians** we will use chronology to organise relevant historical information and understand how we can build a picture of the past using a range of sources. We will compare and contrast, question, study change, investigate causes, and focus on significance. | | | | | | | | | | | | | | |
| **Art** | Mechanical Systems | | | | | | Food | | | | Electrical Systems | | | | |
| **D.T.** | Craft and design collage | | | | | | Painting and Mixed Media | | | | Craft and design printing | | | | |
| **Music** | Livin’ On A prayer | Christmas/ Young Voices | | | | | | Young Voices | The Fresh Prince of Bel-Air | | | Dancing in the Street | | | Classroom Jazz 1 |
|
| **French** | Greetings and feelings, asking and answering personal questions, numbers to 10, colours and classroom objects. | | | | Days, months, colours, practising sounds, shops in town, finding out where a place is and responding to simple questions. | | Nouns, Animal nouns, colours as adjectives, family members and asking likes and dislikes questions | | | Counting, colours, personal information questions and answers, body part nouns, using colour adjectives. | Polite request, listening and responding, following and performing dialogue, fruits and flavours, ice creams and following a story | | | Performing a story, descriptive sentences, counting, colours, personal information questions and answers, body part nouns and jungle animal nouns. | |
| **P.E.** | Invasion: Netball  &  Swimming | | | | Invasion: Football  &  Swimming | | Invasion: Dodgeball  &  Dance | | | Invasion: Tag Rugby  &  OAA: Communication | Athletics  &  Striking & Fielding Rounders | | | Striking & Fielding Cricket | |
| **RE** | **How do religious & non-religious people talk about God?**  **How do people decide what they believe is right or wrong?** | | | | | | **Do all Jewish groups mark important events in the same way? How and why do Jews celebrate?**  **How do people talk about life after death?**  **Why do most Christians believe God rescued people? What do differing groups say? Can people come back to life? Is there life after death?** | | | | **How do beliefs shape identity?**  **How do different Muslims express their beliefs? Why is Muhammad important to many Muslims in the UK?** | | | | |
| **PSHE/SMSC themes** | Families and  friendships  Health and wellbeing | | | | | Health and wellbeing  Safety and the changing body  Citizenship | | | | | | | Citizenship  Economic wellbeing  Transition | | |
| **Computing** | Email | | Scratch | | | | Media trailers | | | Media Web design | Further Scratch | | | Computational thinking | |
|  | Online safety throughout the year. | | | | | | | | | | | | | | |