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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:** | **Our School** | | | | **The Gunpowder Plot** | | | **Wonderful Weather** | | | **The Great Fire Of London** | **Our Country** | | | **Toys** | |
| **English** | Capital letters and lower case  Verbs  Suffixes – ing  Finger spaces  Writing sentences  Personal pronouns  Noun suffixes – s  Prefixes – un  Capital letters and full stops  Writing sentences | | | | | | | Singular nouns  Past and present verbs  Suffixes -ed  Capital letters for the days of the week  Writing sentences  Plural nouns  Compound words  Question marks  Sequencing sentences | | | | Punctuating sentences  Noun suffixes -es  Exclamation marks  Capital letters for people and places  Writing question sentences  Joining words using **and**  Suffixes – er  Punctuating sentences  Writing exclamation sentences | | | | |
| **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** | Animals including humans | Seasonal changes  Autumn into Winter | | | | | Everyday Materials | | | | Everyday materials | Plants | | | Seasonal changes  Spring into Summer | |
| |  | | --- | | **Geography** | | *This Our School unit will teach your KS1 geography class about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.* | | | | | | | *This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.* | | | | *This Our Country unit will teach your class about the countries of the UK developing learning beyond children’s immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides everything you need to give your class a greater insight into the UK and beyond* | | | | |
| **History** | *The Gunpowder Plot unit will teach your class, using a variety of methods, to fully develop their knowledge and understanding of this significant event in British history: The Gunpowder Plot. The children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. They will deepen their understanding of the events of the Gunpowder Plot through several speaking and listening activities, such as hot seating and role play, as well as sequencing events and designing posters. A lesson on how bonfire night has been celebrated in Britain since the 1930s is also designed to consolidate their knowledge of changes within living memory.* | | | | | | | This Great Fire of London unit will teach your class about the key events of the Great Fire of London and help them to develop an understanding of the ways in which we can find out about the past. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. | | | | *This Toys unit will teach your class about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. A range of learning activities are used in this unit which include: drawing discussions, role play and games as well as writing tasks to encourage the children to fully engage in lessons.* | | | | |
| 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** | Painting and Mixed Media   * Name all the colours. * Mix primary colours. * Begin to use black and white to create tints and tones. * Create a range of marks with a paintbrush. * Create texture using colour, different thicknesses of paint and by adding sand * Work from direct observation and imagination   Work on different scales | | | | | | | Craft and Design  Printing   * Take a rubbing showing a range of textures and patterns. * Take a print from object: leaf, hand, onion, etc. * Develop simple patterns by using objects: vegetables, leaves, etc. * Produce simple pictures by printing objects. * Finger print, sponge sprint, block print to form patterns experimenting with the amount of paint applied and develop control. * Design repetitive patterns | | | | Craft and Design  Collage   * Impress and apply simple decoration. * Use glue and paste carefully. * Cut shapes using scissors.   Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc | | | | |
| **D.T.** | Food  Fruit and Vegetables | | | | | | | Textiles  Puppets | | | | Structures  Constructing a Windmill | | | | |
| **Music** | Hey You! | | Rhythm In The Way We Walk and Banana Rap  or  Christmas Production | | | | | | In The Groove | Round and Round | | | Your Imagination | | | Reflect, Rewind and Replay |
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| **Maths** | **Place Value**  **Addition and Subtraction**  . | | | | | **Addition and Subtraction**  **Shape**  **Consolidation** | | **Place value (within 20)**  **Addition and Subtraction**  **(within 20)** | | | **Place Value (within 50)**  **Measurement-length, height, mass and volume** | **Multiplication and Division**  **Fractions**  **Position and Direction** | | | **Place Value (within 100)**  **Money**  **Time**  **Consolidation** | |
| **P.E.** | Ball Skills Hands  &  Ball Skills Hands 2 | | | | | Games For Understanding  &  Gymnastics | | Invasion: Dodgeball  &  Dance | | | Invasion: Tag Rugby  &  OAA: Communication | Athletics  &  Striking & Fielding Rounders | | | Striking & Fielding Cricket | |
| **RE** | *God the world & self: What do people believe about God? How are people special?*  How do people describe God as a creator?  Harvest festival & Jewish Shabbat.  **How do people decide what they believe is right or wrong?**  *Belonging:*  *How do people celebrate special times?*  Christmas focus (Shepherds & Wise Men)-  What can we learn that most Christians believe about Jesus from the nativity story? | | | | | | | *Personal belief:*  *How do people decide what is right and what is wrong?*  Is it ever right to do something wrong?  *Belonging:*  *Why do people mark Easter in different ways?*  Easter focus – What happened when Jesus went to Jerusalem? | | | | *Belonging:*  *What does it mean to belong?*  Features of church artefacts and symbols  *Belonging:*  *Why are some places more important than others?*  Why is going to synagogues important to some Jews? What is the role of the Rabbi? | | | | |
| **PSHE/SMSC themes** | Family and relationships  Health and wellbeing | | | | | | Health and wellbeing  Safety and the changing body  Citizenship | | | | | | | Citizenship  Economic wellbeing  Transition lesson | | |
| **Computing** | Improving mouse skills | | | Algorithms unplugged | | | | Rocket to the moon | | | Programming Bee-bots | Introduction to data | | | Digital imagery | |
|  | Online safety throughout the year. | | | | | | | | | | | | | | | |