


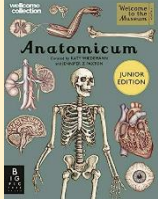
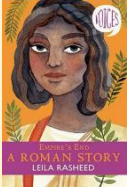
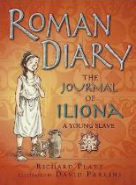
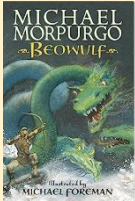

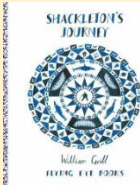
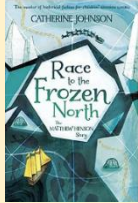



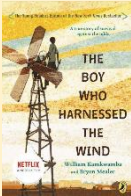


# William Rhodes Primary and Nursery School

## Year 3 and Year 4 Curriculum

### Cycle A



	Autumn		Spring		Summer							
Global Themes:	Identity and Diversity	Peace and Conflict	Social Justice	Saving our Environment	Our Heritage	Our World and Beyond						
Key Questions:	Why is my body brilliant?	How did Britain change between the end of the Iron age and the end of the Roman occupation?	Were Saxon times really the dark ages?	Why is climate change such an important topic?	Were the Vikings the most fearsome invaders of all?	What do we mean by a force?						
Enrichment:	Eureka Visit	Roman Soldier	Anglo Saxon Workshop	Orienteering	Visit to Jorvik Viking Centre	Magna Workshop						
Core Texts:	 	 	 	 	 	 						
English	<b>Fiction:</b> <i>To entertain</i> Narrative: journey through the digestive system.	<b>Non-Fiction</b> <i>To explain</i> Instructions – how to make a healthy snack	<b>Fiction:</b> <i>To entertain</i> Narrative: setting description.	<b>Non-fiction:</b> <i>To inform</i> Letter from Roman slave.	<b>Fiction:</b> <i>To entertain</i> Narrative: legend	<b>Non-Fiction:</b> <i>To inform</i> Non-chronological report on Anglo Saxon life.	<b>Fiction:</b> <i>To entertain</i> Adventure story	<b>Non-Fiction:</b> <i>To recount</i> Diary of an explorer.	<b>Fiction:</b> <i>To entertain</i> Viking Saga (Jotun- Literacy Shed)	<b>Non-Fiction:</b> <i>To recount</i> Recount of visit to Jorvik	<b>Fiction:</b> <i>To entertain</i> Narrative – description of an aeroplane taking flight.	<b>Non-Fiction:</b> <i>To persuade</i> Leaflet: visit the Aeropark

<p><b>Science</b></p>	<p><b>Animals including Humans:</b></p> <p>i. (Y3) 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</p> <p>ii. (Y3) identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Animals including Humans:</b></p> <p>i. (Y4) describe the simple functions of the basic parts of the digestive system in humans</p>	<p><b>Animals including Humans:</b></p> <p>ii. (Y4) identify the different types of teeth in humans and their simple functions</p> <p>iii. (Y4)construct and interpret a variety of food chains, identifying producers, predators and prey</p>		<p><b>Living Things and Their Habitats:</b></p> <p>i. (Y4) recognise that living things can be grouped in a variety of ways</p> <p>ii. (Y4) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>iii. (Y4) recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><b>Sound:</b></p> <p>i. (Y4) identify how sounds are made, associating some of them with something vibrating</p> <p>ii. (Y4) recognise that vibrations from sounds travel through a medium to the ear</p> <p>iii. (Y4) find patterns between the pitch of a sound and features of the object that produced it</p> <p>iv. (Y4) find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>v. (Y4) recognise that sounds get fainter as the distance from the sound source increases</p>	<p><b>Forces:</b></p> <p>i. (Y3) compare how things move on different surfaces</p> <p>ii. (Y3) notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>iii. (Y3) observe how magnets attract or repel each other and attract some materials and not others</p> <p>iv. (Y3) compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>v. (Y3) describe magnets as having two poles</p> <p>vi. (Y3) predict whether two magnets will attract or repel each other, depending on which poles are facing</p>
<p><b>History</b></p>		<ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> </ul>		<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	
<p><b>Geography</b></p>		<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

		understand how some of these aspects have changed over time	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	countries and describe features studied	land-use patterns; and understand how some of these aspects have changed over time	
<b>Art</b>		<b>Painting and mixed media</b> – Light and dark Y4		<b>Drawing</b> – Growing artists Y3		<b>Sculpture and 3D</b> – Mega materials Y4
<b>Design Technology</b>	<b>Food</b> - Cooking and nutrition. Eating seasonally. Y3		<b>Mechanical systems</b> – Making a slingshot car Y4		<b>Electrical systems</b> – Electrical poster Y3	
<b>PSHE &amp; RSE</b>	<b>Valuing Difference</b> SCARF		<b>Physical health and mental wellbeing</b> – Physical health and fitness and healthy eating  Mental well being  <b>Year 3 'Being my Best'</b>		<b>Relationships</b> – online relationships <b>Physical health and wellbeing</b> – changing adolescent body including menstruation.	
<b>RE</b>		<b>Key question: <i>What do different people believe about God?</i> L2.1</b>		<b>Key question: <i>Why are festivals important to religious communities?</i> L2.5</b>		<b>Key question: <i>What does it mean to be a Hindu in Britain today?</i> L2.8</b>
<b>Music</b>	<b>Key question: <i>How does music bring us close together?</i></b> Y3 Unit 1 – writing music down  <b>Year 4 Wider Opportunities Brass</b>	<b>Year 4 Wider Opportunities Brass</b>	<b>Key question: <i>What does music tell us about our past?</i></b> Y3 Unit 2 – Playing in a band.  <b>Year 4 Wider Opportunities Brass</b>	<b>Year 4 Wider Opportunities Brass</b>	<b>Key question: <i>How does music make the world a better place?</i></b> Y3 Unit 3: Compose using your imagination  <b>Year 4 Wider Opportunities Brass</b>	<b>Year 4 Wider Opportunities Brass</b>
<b>Computing and E-Safety</b>	<i>E safety Managing online information from Project Evolve Y 3/4</i>	<b>Year 4 – Computing systems and networks – The Internet</b>  <i>E Safety Self-image and identity Y3 / 4 from Project Evolve</i>	<i>E Safety Online relationships Y3/4 from Project Evolve</i>	<b>Year 3 Creating Media – Stop frame animation</b>  <i>E Safety Online bullying from Project Evolve Y 3/4</i>	<i>E Safety Online reputation from Project Evolve Y3/4</i>	<b>Year 3 – Programming A sequencing sounds.</b>  <i>E Safety Privacy and Security from Project Evolve Y3/4</i>
<b>MFL</b>	Spanish greetings with puppets	Spanish numbers and age	Gaudi art- shapes and adjectives in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
<b>PE</b>	Yoga time	Gymnastics 3/4	Tag Rugby	Basketball	Dance (Romans – history)	Athletics