

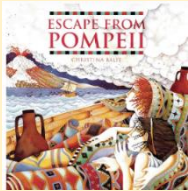
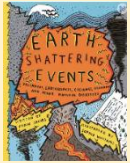


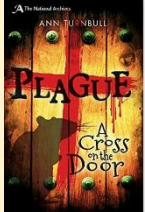

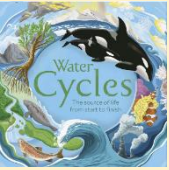
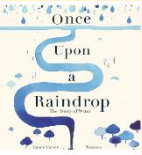
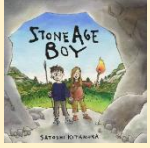
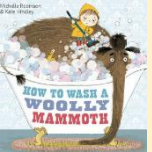

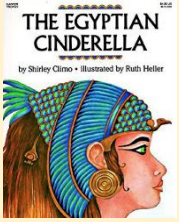
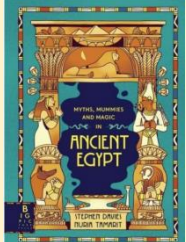


William Rhodes Primary and Nursery School

Year 3 and Year 4 Curriculum

Cycle B



| | Autumn | | Spring | | Summer | | | | | | | |
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| Global Themes: | Identity and Diversity | Peace and Conflict | Social Justice | Saving our Environment | Our Heritage | Our World and Beyond | | | | | | |
| Key Questions: | Why did people choose to settle in Pompeii? | What makes the Earth angry? | How did 17 th century life in Eyam compare to the 2020 lockdown? | What is the water cycle? | How did Britain change during prehistory? | How can we rediscover the wonders of Ancient Egypt? | | | | | | |
| Enrichment: | Italian food tasting | Making an erupting volcano | Visit to Eyam | Visit to Severn Trent | Cresswell Crags | Egyptian Workshop | | | | | | |
| Core Texts: |  | |   | |   | |    | |    | |   | |
| English | Fiction: <i>To entertain</i> Setting description | Non-Fiction <i>To instruct</i> Instructions: How to ... | Fiction: <i>To entertain</i> Narrative with alternative setting/part of a short story | Non-fiction: <i>To inform</i> Non-Chronological report on extreme weather | Fiction: <i>To entertain</i> Character description – plague doctor | Non-fiction: <i>To recount:</i> Recount of trip to Eyam | Fiction: <i>To entertain</i> Short story – plot structure | Non-Fiction: <i>To inform</i> Newspaper report | Fiction: <i>To entertain:</i> Short dialogue | Non-Fiction: <i>To recount:</i> A diary | Fiction: <i>To entertain</i> Narrative-The Lighthouse (Literacy Shed) | Non-Fiction: <i>To persuade</i> Informal letter – visit the seaside |

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| Science | Light: <ul style="list-style-type: none"> (Y3) recognise that they need light in order to see things and that dark is the absence of light (Y3) notice that light is reflected from surfaces (Y3) recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3) recognise that shadows are formed when the light from a light source is blocked by an opaque object (Y3) find patterns in the way that the size of shadows change. | Rocks: <ul style="list-style-type: none"> (Y3) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3) describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3) recognise that soils are made from rocks and organic matter | | States of Matter: <ul style="list-style-type: none"> (Y4) compare and group materials together, according to whether they are solids, liquids or gases (Y4) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Y4) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | Electricity: <ul style="list-style-type: none"> (Y4) identify common appliances that run on electricity (Y4) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Y4) identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Y4) recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Y4) recognise some common conductors and insulators, and associate metals with being good conductors. | Plants (Y3) <ol style="list-style-type: none"> (Y3) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3) explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3) investigate the way in which water is transported within plants (Y3) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |
| History | | | <ul style="list-style-type: none"> A local history study | | <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age | The achievements of the Earliest Civilisations – Ancient Egypt. |
| Geography | Locational Knowledge <ul style="list-style-type: none"> Locate the world's countries using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries and major cities Place Knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a European Country. Human and Physical Geography <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes | Human and Physical Geography <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical Skills and Fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Geographical Skills and Fieldwork <ul style="list-style-type: none"> 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. | Human and Physical Geography <ul style="list-style-type: none"> physical geography, including: rivers, mountains, and the water cycle Geographical Skills and Fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | Human and Physical Geography <ul style="list-style-type: none"> Human geography including: types of settlement and land use, economic activity: trade links and the distribution of natural resources including energy, food, minerals and water. Physical geography including: climate zones, biomes, vegetation belts and rivers. |

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| | <p>and earthquakes, and the water cycle</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | | | |
| Art | Sculpture and 3D abstract: Shape and Space Y3 | | Drawing: Power prints Y4 | | Painting and mixed media: Prehistoric painting Y3 | |
| Design Technology | | Structures – Shell structures | | Textiles - 2D to 3D products | | Mechanical systems: Pneumatics |
| PSHE & RSE | Physical health and mental wellbeing – internet safety and harms. Year 4 -Rights and Responsibilities | | | Relationships – Being safe Year 3 ‘Keeping myself safe’ | | Physical health and mental wellbeing – Changing adolescent body including menstruation. Year 5 and 6 Growing and changing split into separate classes. |
| RE | Key question: <i>Why is Jesus so inspiring to some people?</i> L2.3 | | Key Question: <i>Why do people pray?</i> L2.4 | | Key Question: <i>What can we learn from religions about what is right and wrong?</i> L2.9 | |
| Music | Key question: <i>How does music help us get to know our community?</i> Unit 4 Our musical styles Year 4 Wider opportunities brass | Year 4 Wider opportunities brass | Key question: <i>How does music make a difference to us every day?</i> Unit 5: Enjoying improvisation Unit 5: Enjoying improvisation Year 4 Wider opportunities brass | Year 4 Wider opportunities brass | Year 4 Wider opportunities brass | Key question: <i>How does music connect to our planet?</i> Unit 6: Opening night Year 4 Wider opportunities brass |
| Computing and E-Safety | Year 3 – Creating media Desktop publishing. Unit 5 <i>E Safety - Health, well-being and lifestyle from Project Evolve Y3/4</i> | <i>E Safety – Copyright and ownership Project Evolve Y3/4</i> | Year 4 -Creating media Photo editing. Unit 5 <i>E Safety – self image and identity Project Evolve Y3/4</i> | <i>E Safety – online relationships Project Evolve Y3/4</i> | Year 4 – Programming A Repetition in shapes Unit 3 <i>E Safety - Online bullying Project Evolve Y3/4</i> | <i>E Safety – Managing online information Y3/ 4</i> |
| PE | Football | Gymnastics | Tennis | Dance ECO warrior | Rounders | OAA Shape planning |