

Year 3/4	2022/2023					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	Tudors		Perfect Planet	Ancient Greece	Rainforest	Mayans
Book Spine	Anchor Text: Spy Master: First Blood by Jan Burchett	Anchor Text: My Friend Walter Michael Morpurgo Author Focus: Shakespeare (Macbeth)	Anchor Text: Iron Man/Iron Woman by Ted Hughes	Anchor Text: Picture Books: Myths books	Anchor Text: The Great Kapok Tree Lynne Cherry Anchor Text: The Explorer by Katherine Rundell	
English units	Unit 1: To inform Non-Chronological reports: Tudors Unit 2: To inform Recount Letter (Formal) Unit 3: To inform Recount: Diary (informal)	Unit 4: To entertain 1 st person narrative (My Friend Walter) Unit 5: To entertain Playscripts (Macbeth) Unit 6: To entertain Poetry: Haikus, Tankas and Cinquains	Unit 7: To entertain: Narrative Focus Character Science fiction Unit 8: To inform Blog/Magazine Article (informal) About looking after our environment. Unit 8: To persuade To write a persuasive speech. (formal)	Unit 9: To inform: To write a non-chronological report about an immortal character. Unit 10: To entertain: To write a Greek Myth (five-part story) Unit 11: To entertain To write a free verse poem. The Magic Box	Unit 12: To inform: To write a biography (Percy Fawcett) Unit 13: To entertain: 3 rd Person Narrative To write part of an adventure story. (based on The Great Kapok/The Explorer) Focus on character, setting, and dialogue. Unit 14: To entertain: Poetry: Simile and Metaphor	Unit 15: To inform. Instruction: How to make chocolate. Unit 16: To inform To write a newspaper report
Science	Simple Circuits Construct a simple circuit naming parts. Recognise common conductors etc. Switches	Sound How sounds are made, loudness, conductors and insulators	Animals and their food Digestion Teeth Producers, predators and prey	States of matter Solids, liquids, gases Melting and freezing Evaporation	Grouping Living Things Name and group living things in the environment, use classification keys, Recognise environmental changes. Compare and Contrast Habitats Use and create food chains	
History/ Geog	Mapping coasts and oceans (Tudor link) Tudor Monarchs and Tudor exploration	Tudors Sir Francis Drake- why did he circumnavigate the world? The children will learn about Sir Walter Raleigh founder of the first American colonies.	Biomes and vegetation Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. Types of settlements in modern Britain: villages, towns, cities.	Ancient Greece History of Ancient Greece Minoans and the Dark Ages Greek lifestyle and culture Ancient Greek Gods Ancient Greek myths Olympics	Rainforest Contrasting locality Countries of the world identifying where rainforests are. Water cycle	Mayans- Ancient civilisations. Who were the Mayans? Where did they live? What did they believe? What did they find out? What can they teach us?
DT/Art	Art Portraits <i>Pop Art Children will bring in a photograph of themselves or a family member to use as their starting</i>	DT Tudor houses	Art <i>Kaffe Fasset</i> Exploring textures and textiles- textile project. <i>Have a go at rag/rug weaving – look at the colours and patterns of</i>	DT Make Pitta Bread Discuss why bread rises but pitta doesn't even though they both use yeast	Art Book based art Mixed media opportunity Design and make a 3d model of a story setting/ page from	DT <i>Opportunity for instruction text: Making chocolate and packaging, nutrition, marketing.</i>

	<p>point. children will trace light and dark to transfer on to a polystyrene tile to print and repeat image. Children were select bright and dark colours and create a pattern of images.</p> <p>Look at the work of Andy Warhol as stimulus, expressing likes and dislikes, Hockney compare and contrast.</p> <p>https://www.artfactory.com/portraits/pop-art-portraits/pop-art-portrait-lessons.html</p> <p>Explore printmaking</p> <p>And repeating an image varying colour</p>		<p>the fabric for the picture created. Work in pairs or small groups cooperatively.</p> <p>Simple embroidery .</p>		<p>chosen text using a variety of materials.</p> <p>Use sketchbooks to collate ideas and experiment with textures.</p> <p>Use recycled materials for modelling.</p>	
Computing	<p>The Internet</p> <p>Apply understanding of networks, to see the internet as a network of networks which need to be kept secure. Who owns content and what they can access, add, and create.</p>	<p>Audio Editing</p> <p>Input and output devices; ownership of digital audio and copyright. Produce a podcast, editing their work, adding multiple tracks,</p>	<p>Photo Editing</p> <p>Develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused.</p>	<p>Data Logging</p> <p>Use special input devices called sensors to monitor the environment; collect data, look at data points, data sets, and logging intervals.</p>	<p>Repetition in Shapes</p> <p>Repetition and loops within programming. Create programs by planning, modifying, and testing commands to create shapes and patterns.</p>	<p>Repetition in Games</p> <p>Repetition in programming using Scratch. Count-controlled and infinite loops. Use their knowledge to modify existing animations and games using repetition.</p>
Music	<p>Y4 Poetry (Unit 1)</p> <p><i>Music Focus: Performance</i></p> <ul style="list-style-type: none"> Perform a rap or song with a vocal beatbox accompaniment Use beatbox techniques to imitate the sound of a drum kit Balance voices in a performance by choosing appropriate dynamics (volume) Understand how rhythmic articulation affects musical phrasing <p>Y4 Around the World (Unit 6)</p> <p><i>Music Focus: Pitch</i></p> <ul style="list-style-type: none"> Play a pentatonic song with leaps in pitch on tuned percussion Combine singing with untuned and tuned percussion in a performance 	<p>Christmas Performance</p> <ul style="list-style-type: none"> To use voices expressively and creatively by singing songs To understand how music can tell a story To explore, place, create and perform vocal and instrumental sounds <p>Y4 Building (Unit 5)</p> <p><i>Music Focus: Beat</i></p> <ul style="list-style-type: none"> Combine four body percussion ostinati as a song accompaniment Improvise melodies with a given set of five notes (a pentatonic scale) <p>Describe the structure of a piece of orchestral music</p> <ul style="list-style-type: none"> Use rondo structure to build a performance 	<p>Y4 Environment (Unit 2)</p> <p><i>Music Focus: Composition</i></p> <ul style="list-style-type: none"> Compose an introduction for a song Explore the descriptive music of two famous composers of the 20th and 21st century <p>Y4 Recycling (Unit 4)</p> <p><i>Music Focus: Structure</i></p> <ul style="list-style-type: none"> Demonstrate understanding of how sounds are produced by making instruments Listen to and play along with Bhangra music Perform a piece in rondo form 	<p>Y4 Ancient Worlds (Unit 7)</p> <p><i>Music Focus: Structure</i></p> <ul style="list-style-type: none"> Compare and contrast the structure of two pieces of music Explore layers and layering using a graphic score Identify key features of minimalist music <p>Y4 In the Past (Unit 11)</p> <p><i>Music Focus: Notation</i></p> <ul style="list-style-type: none"> Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations Combine singing, playing and dancing in a performance Play an instrumental accompaniment of rhythms, chords and riffs Compose a fanfare 	<p>Y4 Sounds (Unit 3)</p> <p><i>Music Focus: Exploring Sounds</i></p> <ul style="list-style-type: none"> Perform a rap or song with a vocal beatbox accompaniment Use beatbox techniques to imitate the sound of a drum kit <p>Y4 Time (Unit 10)</p> <p><i>Music Focus: Beat</i></p> <ul style="list-style-type: none"> Sing a song with three simple independent parts Understand syncopation and clap improvised off-beat rhythms Identify the metre of a new song or piece Play and sing repeated patterns (ostinati) from staff notation 	<p>Y4 Singing Spanish (Unit 8)</p> <p><i>Music Focus: Pitch</i></p> <ul style="list-style-type: none"> Sing a call and response song in a minor key in two groups Combine singing with untuned and tuned percussion in a performance Create descriptive sound pictures with instruments <p>Y4 Food and Drink (Unit 12)</p> <p><i>Music Focus: Performance</i></p> <ul style="list-style-type: none"> Compose and play sequences of word rhythms Learn a traditional West African call and response song

	<ul style="list-style-type: none"> · Compose and notate pentatonic melodies on a graphic score · Learn about and sing an African-American spiritual Unit 6: Around the world · Develop listening skills by analysing and comparing music from different traditions. 			<ul style="list-style-type: none"> · Learn to play a Renaissance dance from notations (graphic, rhythm and staff) · Learn a dance and play music from a 19th century German opera · Listen to and learn about Renaissance instruments · Learn a 1960s pop song and popular dance styles of the time 	<ul style="list-style-type: none"> · Match short rhythmic phrases with rhythm notation · Listen to and analyse 20th century ballet music 	
PE	Get Set 4 PE (Y3) Ball skills Dance	Get Set 4 PE (Y3) Football Gymnastics	Get Set 4 PE (Y3) Netball/Basketball Games Making	Get Set 4 PE (Y3) Hockey/La crosse Dodgeball Country Dancing	Get Set 4 PE (Y3) Rugby Dance	Cricket/Rounders (Y3) Sports Week - Athletics Focus Orienteering Tennis
RE	Ingham LKS2 Unit 4 LAS Compulsory Community – Hinduism – Living Big Question: Would celebrating Diwali at home & in the community bring a feeling of belonging to a Hindu Child?	Ingham LKS2 Unit 5 LAS Compulsory Community – Islam – Living Big Question: How does Muslim worship and celebration build a sense of community?	Ingham LKS2 Unit 6 LAS Compulsory Community – Christianity – Living Big Question: Do people need to go to church to show they are Christians?	Ingham LKS2 Unit 7 LAS Additional Big Question: Pilgrimage: Is it about the journey or the destination?		
PSHE Class Assembly Theme	Respecting Ourselves and Others Respecting different and similarities, discussing difference sensitively		Growth Mindset		Looking after our mental health Maintaining a balanced lifestyle, (oral hygiene and dental care – cover in Science and linked to sports week)	
PSHE days	Positive friendships and peer influence	Responding to hurtful behaviour, managing confidentiality, recognising risk online.	What makes a community; share responsibilities	Making decisions about money; using and keeping money safe	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life.
MFL	All Around Town (Y4 Unit 1)	In The Move (Y4 Unit 2)	Gone Shopping (Y4 Unit 3)	Where in the World (Y4 Unit 4)	What's the Time (Y4 Unit 5)	Holidays and Hobbies (Y4 Unit 6)

Year 3 & Year 4 LKS2	2023/2024					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	<u>Dynamic Earth</u>	<u>Anglo Saxons and Vikings</u>	<u>Stone Age to Iron Age</u>	<u>Stone Age to Iron Age</u>	<u>What the Romans Left Us</u>	<u>What the Romans Left Us</u>
Stimulus	Beowulf by Michael Morpurgo & Michael Foreman	How to Train Your Dragon by Cressida Cowell	Stone Age Boy Satoshi Kitamura UG by Raymond Briggs	Stig of the Dump Clive King	Escape from Pompeii By Christina Balit	The Thieves of Ostia By Caroline Lawrence
English units	Unit 1: To inform Non-Chronological reports: Saxons Unit 2: To entertain Poetry Kennings and Quatrains Unit 3: To inform Recount: Diary (informal)	Unit 4: To entertain 1 st person narrative retelling Unit 5: To entertain Playscripts Unit 6: To inform To write a biography	Unit 7:-To inform: Instruction writing Unit 8: To entertain: Poetry: Question and Answers Poems Unit 9: To persuade. To write a formal persuasive letter.	Unit 10: To inform: To write an information text about the Stone Age. Unit 11: To entertain: To write an adventure story. To write a new chapter for Stig of the Dump	Unit 12: To entertain Poetry: Limericks and Clerihews Unit 13 To inform: TO write an explanation text. (linked to science) Unit 14: To discuss: To write a balanced argument.	Unit 15 : To inform To write a newspaper report (linked to topic) Unit 16: To entertain Informal letter writing as a Roman soldier
Science	Rocks Compare and group types of rock. Describe how fossils are formed. Recognise soil is made from rocks and organic matter Key vocabulary: Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil	Force and magnets Magnetic materials Poles Pushes and Pulls Contact and distance (friction)	Let there be Light Light and shadow, How we see, Reflections, Transparent, translucent and opaque Sun Safety	Parts of Plants and How they Survive identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Animal Nutrition, Skeletons and Muscles Identify skeletons and muscles Vertebrates and invertebrates	Animal Nutrition, Skeletons and Muscles Healthy eating and nutrients; food groups; classifying foods Food pyramids
History/ Geog	<u>Dynamic Earth</u> Volcanoes, Earthquakes and mountains Story of Mary Anning To describe what is found under our feet, what makes up	<u>Anglo Saxons and Viking Invaders</u> Place the Anglo-Saxons and Vikings on a timeline and say why they came to Britain and stayed. Look at evidence to show we know Anglo Saxons lived here	<u>Iron Age and Stone Age</u> Chronology and timelines. Key factors and developments which affected the changes between the main prehistoric periods.	<u>Villages, towns and cities (The UK)</u> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some	<u>Roman Invasion</u> The Roman Empire and its impact on Britain. To understand an aspect of local history - Roman and AS Lincolnshire Locate cities in UK, countries in Europe, identify key physical and human features of UK, explain how these	<u>Migration</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Why do people choose to settle in specific locations? What resources do they need?

	<p>the surface of the Earth.</p> <p>To describe how volcanoes and mountains are formed and how they affect people's lives.</p> <p>To identify volcanoes in Italy, Iceland and 'The Ring of Fire' using atlases.</p> <p>What happens when volcanoes erupt</p> <p>Identify how landscapes and lives change as a result of these natural disasters.</p> <p>Consider why people live near volcanoes:</p> <p>https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/</p> <p>To explain what causes earthquakes and how they are measured.</p> <p>To explain what causes tsunamis and tornadoes and the effects they have on landscape and lives.</p>	<p>through place names and archaeology. compared to girls. Alfred the Great's legacy.</p> <p>Compare Anglo-Saxons to Vikings looking at similarities and differences – were they invaders or settlers?</p>	<p>Life in the Stone Age, Bronze Age to Iron Ages</p> <p>Key settlements and achievements including Skara Brae and the building of Stonehenge</p>	<p>of these aspects have changed over time</p>	<p>characteristics have changed over time.</p> <p>Explain key aspects of volcanoes</p> <p>To use maps, atlases, globes to locate countries and features</p>	
DT/Art	<p>Art</p> <p>Observational drawing (whole school project)</p>	<p>DT</p> <p>Textiles</p> <p>Making a textile fabric Christmas stocking</p>	<p>Art</p> <p>Exploring Sculpture through design and making:</p> <p>Exploring sculpture and design through the human form - Alberto Giacometti – Stone Age figurine in pipe cleaners covered in foil</p>	<p>D&T</p> <p>Mechanical systems: pneumatic systems</p> <p>Link to topic/science to make a working model with at least one moving part</p>	<p>Art</p> <p>Exploring the Natural World</p> <p>Exploring the natural world</p> <p>Printing from natural objects into clay tiles – design a Roman mosaic</p> <p>Key language</p> <p>Print ,Impress, Position Effect, Overlay, Symmetry</p>	<p>D&T</p> <p>Levers and Linkages</p> <p>Pop up Roman landmark / design and make a working catapult</p>
Computing	<p>Computing Systems and Networks</p> <p>Look at how computers are connected and communicate with each other and external devices</p>	<p>Creating Media</p> <p>Stop frame animation using imotion (use Viking attack on Lindisfarne to storyboard)</p>	<p>Programming A</p> <p>Using Scratch, sequence sounds and images in a coded pattern</p>	<p>Computing Systems and Networks</p> <p>Know the internet is a network of networks. Access, evaluate and share appropriate online content.</p>	<p>Creating Media</p> <p>Using microphone (input) and headphones (output) use Audacity/Garageband to create a podcast</p>	<p>Programming B</p> <p>Learn about events and actions in programs. Move a sprite through a maze. Introduce PEN BLOCKS (extension blocks).</p>

Music	Building (Unit 2) <i>Music Focus: Beat</i> <ul style="list-style-type: none"> · Layer rhythms using untuned percussion instruments · Make choices about musical structure · Understand how music can be organised in sequences and layers 	In the Past (Unit 7) <i>Music Focus: Pitch</i> <ul style="list-style-type: none"> · Play percussion · Understand and use pitch notations · Read simple rhythm notation · Listen to and learn about a medieval antiphon · Listen to, learn about, play and dance to Tudor dance music 	Our Bodies (Unit 4) <i>Music Focus: Beat</i> <ul style="list-style-type: none"> · Chant and sing in two parts while playing a steady beat · Listen to and repeat rhythmic patterns on body percussion and instruments 	Sounds (Unit 3) <i>Music Focus: Exploring Sounds</i> <ul style="list-style-type: none"> · Learn a traditional Caribbean song · Listen to and learn about Hindustani classical music · Learn how sounds are produced and how instruments are classified 	Communication (Unit 8) <i>Music Focus: Composition</i> <ul style="list-style-type: none"> · Copy and create a wide range of vocal sounds to incorporate into a song · Create and perform from a symbol score 	Singing French (Unit 10) <i>Music Focus: Pitch</i> <ul style="list-style-type: none"> · Develop a song by choosing lyrics and structure · Recognise pitch shapes · Read graphic notation to play a melody on tuned instruments
PE	Get Set 4 PE Football Gymnastics	Get Set 4 PE Netball Dodgeball	Get Set 4 PE Yoga/Fitness Cricket (Chance to Shine programme) Swimming (Thursdays)	Get Set 4 PE Handball La Crosse	Get Set 4 PE Athletics – Preparation for Sports Day May Day Dance	Get Set 4 PE Mini golf Rounders
RE	Ingham LKS2 Unit 1 LAS Compulsory KS2 God – Hinduism Believing Big Question: How can Brahman be everywhere and in everything?		Ingham LKS2 Unit 2 LAS Compulsory KS2 God – Islam Believing Big Question: What do 'tawhid' and 'harmony' tell us about Muslim beliefs about God?		Ingham LKS2 Unit 3 LAS Compulsory KS2 God – Christianity Believing Big Question: How does the Holy Trinity help Christians make sense of God?	
MFL	Getting to Know You (Y3 Unit 1 Twinkl)	All About Me (Y3 Unit 2 Twinkl)	Food Glorious Food (Y3 Unit 3 Twinkl)	Family and Friends (Y3 Unit 4 Twinkl)	Our School (Y3 Unit 5 Twinkl)	Time (Y3 Unit 6 Twinkl)
Class Assembly Theme PSHE	<u>Respecting ourselves and others</u> Recognising things in common and differences; playing and working cooperatively; sharing opinions		<u>Growth Mind-set</u>		<u>Looking after our mental health</u> Sports Week: Physical Health and Mental Wellbeing – Why sleep is important; medicines and keeping healthy, keeping teeth health; managing feelings and asking for help.	
PSHE/RSE	<u>Families and Friendships</u> Making friends; feeling lonely and getting help.	<u>Safe Relationships</u> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<u>Belonging to a Community</u> Belonging to a group; roles and responsibilities; being the same and different in the community	<u>Money and Work</u> What money is; needs and wants; looking after money – negative and positive effects of having money (single use plastics vs charity)	<u>Growing and Changing</u> Growing older; naming body parts; moving class or year – managing a healthy lifestyle (physically and mentally) Dental/oral health	<u>Keeping Safe</u> Safety in different environments; risk and safety at home: dealing with emergencies in familiar and unfamiliar situations (road, rail, water, firework safety)