

Year 3 and 4 - Cycle B 2023-24

	Autumn		Spring			Summer	
Learning Unit	Hello	We are Invaders	We are Time Travellers	We are Investigators	We are environmentalists	We are International	Goodbye
Enquiry Questions		Why did the Vikings invade Britain?	How did women change the World?		Were Stone Age people the first environmentalists?	Where in the World?	
Hook	Me Bags	Have a Viking day - History off the page. -	Museum of famous women	Trip to Science Oxford	Trip to Stonehenge -	Africa - mountains.	
Key Outcomes		To present our knowledge and understanding to the whole school in an assembly.	To create a museum of famous people. Posters to share our knowledge about the women we have looked at.		Assembly	Non-fiction report on Africa	
Science Scientific Enquiry							
Science	Investigating different questions about the differences between Year 3 and 4s, girls and boys. Scientific enquiry.	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Rocks (Link with Mary Anning)</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>Investigate a famous person to do with Science</p> <p>Electricity</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Animals including humans – digestion, food chains and teeth</p> <p>describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	

<p>Science Vocabulary</p>	<p>Prediction Measurement Enquiry Dependent variable Independent variable Fair test Similar Theory hypothesis</p>	<p>Revision component, energy, growth, reproduction, decay, offspring, adult, bulb, seed, survival, temperature nutrients, consumption, deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower</p> <p>New Stamen, Stigma, Pollen, Pollination, Germination, Shoot, Root, Seeds, Fertilisation, Seed dispersal, fruit, nectar, anther, ovary, ovule, petal, pollen, style, function, exchange,</p>	<p>Revision decay, matter, melting, material</p> <p>New Soil/Igneous/Sedimentary Metamorphic/extinction/ palaeontologist/ weathering, molten rock, crust, tectonic plates, scavengers, fossil</p>	<p>Revision component, conductor, energy, insulator, particle, property, material</p> <p>New circuit, appliance, charge, electron, battery, cell, bulb, buzzer, switch, wire, current electricity, static electricity, negative terminal, positive terminal, chemical reaction, emit</p>	<p>Revision absorption, component, energy, nutrients, consumption, hygiene, herbivore, carnivore, organ</p> <p>New dissolving, digestion, excretion, peristalsis, anus, duodenum, small intestine, large intestine, stomach, rectum, oesophagus, tongue, saliva, acid, bile, enzymes, incisors, canines, molars, predator, prey, producer, consumer, primary, secondary, tertiary</p>	<p>Revision absorption, conductor, energy, wave</p> <p>New insulator, particle, vibration, percussion instrument, wind instrument, string instrument, frequency, volume, pitch, transverse wave, longitudinal wave, medium, vacuum</p>	
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History	Chronology – our time lines	<p>To learn about the Vikings and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Invasion and rebellion</p> <ul style="list-style-type: none"> Place events artefacts and historical figures on a timeline using dates Use evidence to find out about everyday lives of the people in time studied Identify causes and consequences of some of the main events and changes in history Distinguish between different sources of evidence for historical enquiry in order to gain a more accurate understanding of history. Observe small details – artefacts, pictures 	<p>Herstory - To find out about famous women who have changed history – Wangari Mathai, Mary Anning, Mary Seacole, Emeline Pankhurst</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> Place events artefacts and historical figures on a timeline using dates Use evidence to find out about everyday lives of the people in time studied Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Identify and give reasons for different ways in which the past is represented. 		<p>Changes in Britain from Stone Age to Iron age.</p> <p>Focus on evidence and use of artefacts to inform our understanding.</p> <ul style="list-style-type: none"> Understand the concepts of change over time, representing them, along with evidence, on a timeline Use terms and dates related to the period To use the terms BC (BCE) / AD Compare with our life today Describe key features and events in the time studied Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Suggest suitable sources of evidence for historical enquiries. 		
Historical Vocabulary		<p>millennium BC/ BCE AD/CE era time period similarities / differences prehistoric evidence primary / secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significance impact</p>			<p>BC, AD/Prehistoric Neolithic/ Palaeolithic Mesolithic Archaeologists - Artefact Chronology/Tribal/Hunter Shelter Civilization Settlement/Prey/Nomad / nomadic</p>		

Geography	Where do we come from?			<p>Investigating the UK – To look at the geographical features of the UK including position on a globe, rivers, mountains, settlements and land use.</p> <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use Non-fiction books, stories, atlases, pictures/photos and internet as sources of information. <p>Describe features</p> <ul style="list-style-type: none"> • Physical geography, including rivers, mountains, volcanoes and earthquakes • Human geography including settlements and land use. 		<p>World Geography – Africa To compare Africa with the UK and describe geographical similarities and differences</p> <ul style="list-style-type: none"> • Analysis evidence and begin to draw conclusions – make comparisons between two locations using photos/ pictures, temperatures in two different locations • Use a range of resources to identify key physical and human features of a location. • Locate places on a larger scale map. • Describe geographical similarities and differences between countries <p>Describe features</p> <ul style="list-style-type: none"> • Physical geography, including rivers, mountains, volcanoes and earthquakes • Human geography including settlements and land use. 	
Design and Technology			<p>Textiles. Outcome- Make a Christmas stocking.</p> <ul style="list-style-type: none"> • Design with a purpose by identifying opportunities to design. • Improve upon existing designs, giving reasons for choices • Understand the need for a seam allowance 	<p>Electricity Outcome – to create a lightbox.</p> <ul style="list-style-type: none"> • Create series and parallel circuits • Choose suitable techniques to construct products or repair items. • Strengthen materials using suitable techniques 	<p>Leavers Pullies and Gears To create a machine that is capable of moving a large weight just like the they did with the stones at Stonehenge</p> <p>Use scientific knowledge of the transference of force to choose appropriate mechanisms for a product such as levers, winding mechanisms, pulleys and gears.</p>		

			<ul style="list-style-type: none"> Join textiles with appropriate stitching Select the most appropriate techniques to decorate textiles 				
Art	<p>Sketching</p> <p>Portraits for sketch book.</p> <p>*Draw for a sustained period of time at their own level. *Use different grades of pencils to show line, tone, and texture. *Sketch lightly Use shading to show light and shadow. *Work with increased precision.</p>	<p>Textiles</p> <p>Weaving and natural dyes</p> <p>Using natural dyes and materials to weave and colour materials.</p> <ul style="list-style-type: none"> Create weavings To colour fabrics <p>Making a bag using the dyed material</p>	<p>Textiles / Sewing</p> <p>Creating a Christmas stocking</p> <ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch 			<p>Printing –</p> <p>To create repeating patterns using inspiration from African art</p> <ul style="list-style-type: none"> Replicate patterns observed in natural or built environments Talk about processes used to produce a simple print To explore pattern and shape, creating designs for printing Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to create the effect they want Make printing blocks Use layers of two or more colours Make precise repeating patterns. <p>Art Week – Painting / creating African animals?</p>	Art Week
Music DP	Singing	<p>Instrument lessons</p> <p>Violin BBC Viking Songs</p>	<p>Instrument lessons</p> <p>Learn Christmas songs – Merry Christmas everyone.</p>	Composers – BBC ten Pieces Gabriel Prokofive – Concerto for turntables and Orchestra.	<p>Creating a musical score to accompany a story</p> <p>Singing – stone age rap</p>	<p>Listening, evaluating and appraising</p> <p>Composition - Music from around the world. African drumming</p>	

		<p>Music objectives</p> <p>Singing – Sing in tune Sing expressively with awareness and control of expressive elements e, g, tempo, timbre and dynamics Recognise simple Structures (phrases) and know when to breathe Internalise sounds by singing parts of a song ‘in their head’ Sing songs and create vocal effects</p> <p>Control of instruments- Play notes on an instrument with care so that they are clear</p> <p>Performance - Perform with awareness of different parts</p> <p>Reading and writing music - Devise symbols to indicate when to play and when to rest Recognise EGBDF and FACE on the music stave Recognise the symbols for a minim, crotchet and semibreve – say how many beats they represent</p>	<p>Music History - Develop and understanding of the history or music.</p> <p>Listening -Listen with interest to a variety of musical pieces (and be able to express opinions about them, identifying areas of likes and dislikes Describe music using musical vocabulary timbre, pitch, beat, tempo, texture and the use of silence Identify phrases that could be use as an introduction, interlude and ending</p>	<p>Exploring sounds - Explore and select different melodic patterns Identify ways that sounds are used to accompany a song Analyse and comment on how sounds are used to create different moods</p> <p>Control of instruments – Choose instruments on the basis of internalised sounds Select instruments to describe visual images</p> <p>Composition Compose and perform melodic songs Compose music individually or in pairs using a range of stimuli, developing ideas into a completed composition. Combining melody, rhythm and chords</p>	<p>Controlling Pulse and Rhythm Perform a repeated pattern to a steady pulse Recognise rhythmic patterns</p> <p>Evaluating and Appraisal - Improve their work through analysis, evaluation and comparison</p>	
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<p>Languages French</p> <p>Language Angels</p>	<p>Phonics 1 and 2 and classroom instruction</p>	<p>LKS2 – (Emerging) Instruments</p> <p>To say what instruments you play in French</p> <ul style="list-style-type: none"> • Listen and repeat modelled words and short phrases • Ask and answer simple and familiar questions with a response • Identify individual sounds in words and pronounce accurately when modelled • Listen and identify specific words or phrases in songs and rhymes and demonstrate understanding. • Show awareness of word classes-nouns, adjectives, verbs and connectives and be aware of similarities in English • Name gender of nouns • Use the correct form of some regular and high frequency verbs in the present tense and with first and second person 	<p>Seasons</p> <p>To talk about our favourite season in French</p> <ul style="list-style-type: none"> • Use familiar vocabulary to say a short sentence using a language scaffold and may include a connective • Express simple opinions such as likes, dislikes and preferences • Write a simple phrase or sentence that may contain an adjective to describe people, places, things and actions using a language scaffold. • Begin to use a bilingual dictionary to find the meaning of individual words in French and English • Recognise and use the first person possessive adjectives (mon, ma, mes) 	<p>Vegetables</p> <p>To use language to buy vegetables at a market stall</p> <ul style="list-style-type: none"> • Show awareness of word classes-nouns, adjectives, verbs and connectives and be aware of similarities in English# • Adapt intonation to ask questions or give instructions • Read and show understanding of familiar singular words and phrases in sentences • Write single familiar words to describe things using a model. • Listen and repeat modelled words and short phrases through physical response 	<p>Ice creams</p> <p>To say what ice-cream flavour I would like in French</p> <ul style="list-style-type: none"> • Ask and answer simple and familiar questions with a response • Use familiar vocabulary to say a short sentence using a language scaffold and may include a connective • Read and show understanding of familiar single words and phrases in sentences • Write a simple sentence that may contain an adjective to describe using a language scaffold • Join in with songs and poems in the language • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use 	<p>My Family</p> <p>To talk simply about our/a family in French</p> <ul style="list-style-type: none"> • Identify individual sounds in words and pronounce them accurately when modelled • say a simple phrase or sentence that may contain an adjective to describe people, places, things and actions using a language scaffold • copy and write familiar words to describe people, places things and actions using a model developing into simple phrases and sentences • Join in with familiar songs, stories and rhymes • Name the first and second person singular subject pronouns • Use simple prepositions in their sentences 	<p>In the Classroom</p> <p>To say what they have and do not have in their pencil case</p> <ul style="list-style-type: none"> • Use a simple negative form (ne...pas) • Ask and answer simple questions • Write simple phrase that contains adjective to describe things using a scaffold
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French Vocabulary	bonjour (hello), au-revoir (goodbye) s'il vous plait (please), merci (thank you), oui (yes), non (no), écoutez (listen), silence, repetez (repeat)	as previous le (masculine), la (féminine), l' (before a vowel), les (plural), Je joue du/de la/des...(I play) Unit specific: la trompette (trumpet), la batterie (drums), la guitare (guitar), le violon (violin), le piano (the piano)	as previous et (and), Il ya (it is), car (because), en/au (in), préférée (favourite), Quelle est...(which is...?), mon/ma/mes (my) Unit specific: les saisons (the seasons), l'hiver (winter), le printemps (spring), lete (summer), l'automne (autumn)	as previous Je voudrais (I would like), J'ai (I have), C'est combien? (How much is that?), Dans (in) une (one), deux (two), Unit specific: les aubergines (aubergines), les epinards (spinach), les oignons (onions), les courgettes (courgettes), les tomates (tomatos), les pommes de terre (potatoes)	as previous Unit specific: une glace (ice-cream), a la vanille (vanilla flavour), a la fraise (strawberry flavour), a la banane (banana flavour), au chocolat (chocolate flavour), un cornet (a cone), un petit pot (a small tub/pot), boule (scoop), boules (scoops),	as previous dix (10), vingt (20), trente (30), quarante (40), cinquante (50), soixante (60), soixante-dix (70), quatre-vingts (80), quatre-vingt-dix (90), cent (100), Je suis (I am), Il/elle s'appelle (he/she is called) Unit specific: la famille (family), la mere (mother), le pere (father), la seour (sister), le frere (brother) la grandmere (grandmother), le grand-pere (grandfather)	as previous je n'ai pas (I do not have) Unit specific: un crayon (pencil), une gomme (rubber), des ciseaux (scissors)
RE JG	Why is RE important? What do I know?	What do celebrations show about what we think is important in life?	How and why do people worship? Are places of worship really needed?	Why are sacred texts and holy books so important?	What holds communities together?	How do religions express their beliefs about God?	What do I now know about RE?
PE – Outdoor NSc	OAA	Real PE – Personal Coordination/ static balance one leg Cross Country (Y3&4)	Real PE – Cognitive Dynamic balance on a line/ Coordination – sending and receiving.	Real PE – Physical Multi – skills festival (Y3)	Tennis – ball skills Tri-Golf festival Y4 Tennis competition Quad kids	Athletics – Running, jumping, throwing	
PE – Indoor NSc	Gymnastics – Travel (Personal) ● Mapping pathways (Y3) ● Acrobatic sequences (Y4)		Real Dance – (Cognitive) / Swimming / Commando Joes shapes, circles, partnering shapes Swimming / Commando Joes	Swimming / Commando Joes	Swimming / Commando Joes- Real Dance – Partnering circles, Artistry Abstraction, Artistry (making)	Real Gymnastics – Flight (Physical) Low flight sequences – low apparatus, ropes	
RSE / Time to talk	Relationships How do we treat others with respect?	Relationships How can friends communicate safely?	Living in the wider world What makes a community?	Health and Wellbeing How can we manage risk in different places?	Health and Wellbeing Why should we eat well and look after our teeth?	Health and Wellbeing What keeps us safe?	Sharing memories Reviewing goals Setting targets for next year.

Computing E-Safety NSc – Talk to Beth	e-safety focus and use of Chrome books & passwords Set up Profiles	Year 4 – Computing systems and networks Recognising the internet and the World wide Web E-Safety – Think you know Play/ like/ Share	Year 3 – Programming A–sequencing sound Creating sequences in a block-based programming language to make music. Creating a piano	Year 3 Creating Media - stop frame animation Capturing and editing digital still images to produce a stop frame animation that tells a story. E-Safety – Think you know – live streaming	Year 3 – Data and information Branching data bases Building and using branching data bases using yes or no questions	Year 4 Creating Media – audio production. Capturing and editing audio to produce a pod cast ensuring that copyright is considered. E-Safety – Gaming	Year 3 – Programming B – Events and Actions in Programs writing algorithms and programs That use a range of events to trigger sequences of actions.
Value	Resilience	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork