

Year 3 and 4 - Cycle A

Holidays	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer		
Learning Unit	Hello	<b>We are Conservationist</b>	<b>We are Voyagers</b>	<b>We are Citizens</b>	<b>We are explorers</b>	<b>We are Healthy</b>	Goodbye
Enquiry Questions	Where have I come from?	Why are rivers important?	Why do we migrate?	How has Carterton changed since the arrival of the RAF?	Who were the Mayans?	Where does our food come from?	
Hook		Visit to Henley River Museum	Visit from the History through time People.	Walk around Carterton.	Visit to Cadburys World – link with the origins of chocolate	Looking at a weekly shop and where the objects come from.	
Key Outcomes		To create a quiz based around rivers on scratch.	To have an Anglo-Saxon Day	To create a digital presentation about how Carterton has changed.	Assembly / Presentation about the Mayan's	To create a picnic/ meal to share.	
Science Scientific Enquiry	Pattern seeking	Identifying and Classifying	Fair testing - Plan	Fair testing – Do	Fair testing – Review	Research	Pattern seeking
Science		<b>Living things and their Habitats – Classification and environment.</b> <ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>To compare how things, move on different surfaces.</li> <li>To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>To observe how magnets, attract or repel each other and attract some materials and not others.</li> <li>To 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</li> <li>To describe magnets as having 2 poles</li> <li>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows changes.</li> </ul>	<b>States of Matter</b> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<b>Animals including Humans – nutrition and skeleton.</b> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	
History			<b>Anglo-Saxons and the Scots</b> <ul style="list-style-type: none"> <li>When and why the Romans left Britain and what threats this posed?</li> <li>Who invaded Britain, when and where did they come from?</li> </ul>		<b>Mayans</b> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past</li> <li>Use dates and terms to describe events BC (BCE)/ AD</li> <li>Identify key features and events in time studied.</li> </ul>		

			<ul style="list-style-type: none"> <li>• The Anglo-Saxons were not only invaders but also settlers.</li> <li>• What were Anglo-Saxon villages like?</li> <li>• What were the everyday lives of the men, women and children of Anglo-Saxon families?</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Distinguish between different sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>		
Geography		<b>Rivers</b> <ul style="list-style-type: none"> <li>• Name UK rivers</li> <li>• Describe and understand key aspects of rivers</li> <li>• Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied using eight points of a compass.</li> </ul>		<b>Local study – Carterton</b> *Begin to ask/initiate geographical questions about physical and human geography. *Use NF books, stories, atlases, pictures/photos and the internet as sources of information. *Ask and respond to questions and offer their own ideas. *Extend to satellite images, aerial photographs to describe features *Investigate places and themes at more than one scale Collect and record evidence with some aid *Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies *Use a range of resources to identify the key physical and human features of a location *Describe how the locality of the school has changed over time.		<b>European Geography</b> * To locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities. * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Design and Technology			<b>Wood and Electricity</b>  Create a game – using force or magnetism. <ul style="list-style-type: none"> <li>• Use Scientific knowledge of the transference of force to choose appropriate mechanisms for a product such as levers, winding mechanisms, pulleys and gears.</li> </ul>			<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils</li> <li>• Measure ingredients to the nearest gram accurately</li> <li>• Follow a recipe</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob)</li> </ul> Identify some of the great designers in all areas of study to generate ideas for designs.	

Art	<p>Colour wheels</p> <p>Portraits for Sketch Book.</p>	<p><b>Painting - Artist - Monet</b></p> <ul style="list-style-type: none"> <li>Mix colours effectively.</li> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail</li> <li>Experiment with creating mood with colour</li> <li>Use a number of brush techniques including using thick and thin brushes to produce shapes, textures, patterns and lines</li> </ul>		<p><b>Drawing – link with Geography</b></p> <ul style="list-style-type: none"> <li>Collect images and information independently in a sketch book.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Draw for a sustained period at their own level.</li> <li>Make informed choices in drawing including pencil and paper.</li> <li>Use different grades of pencil to show line, tone and texture.</li> <li>Sketch lightly</li> <li>Use shading to show light and shadow</li> <li>Use hatching and cross hatching.</li> </ul>	<p><b>3-D form – Clay - Mayan pottery</b></p> <p>Plan, design and make and adapt models. Talk about their work understanding it has been sculpted, modelled or constructed. Use clay and other mouldable materials</p> <p>Make and combine simple shapes to create recognisable forms – chocolate bar box?</p>		
Music		<p><b>Composition - Rivers</b> Identify ways that sounds are used to accompany a song Explore and perform different types of accompaniment. Devise symbols to indicate when to play and when to rest. Create an accompaniment to a known song / poem Compose music in pairs and make improvements to own work. Create descriptive music in pairs and small groups.</p>	<p><b>BBC Anglo Saxon unit Singing</b></p> <ul style="list-style-type: none"> <li>Sing with confidence using a widening vocal range.</li> <li>Sing with expression with awareness and control of expressive elements eg. Tempo</li> <li>Describe music using musical vocabulary – timbre, pitch, beat, tempo, texture and the use of silence.</li> </ul>	<p><b>Rhythm unit from Oak Academy</b> Controlling pulse and rhythm</p> <ul style="list-style-type: none"> <li>Recognise rhythmic patterns.</li> <li>Perform repeated patterns to a steady pulse.</li> <li>Identify and recall rhythmic and melodic patterns</li> </ul>		<p><b>Link with Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>Describe music using musical vocabulary – timbre, pitch, beat, tempo, texture and the use of silence.</li> <li>Recognise and explore different combinations of pitch sounds</li> </ul>	
Languages French	<p><b>Getting to Know you (Yr 3)</b> Children will learn to greet each other, exchange names, ask how someone is, count to ten and say how old they are.</p> <ul style="list-style-type: none"> <li>Engage in conversations, ask and answer questions</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases.</li> <li>Appreciate stories, songs, poems and rhyme in language.</li> </ul>	<p><b>Family and Friends (Yr 3)</b> Children will learn how to identify and introduce family and pets and spell their names.</p> <ul style="list-style-type: none"> <li>To present ideas and information orally to a range of audiences.</li> <li>Broaden their vocabulary and develop their ability to learn new words</li> <li>Explore patterns and sounds of language, through songs and rhymes and link with spelling,</li> <li>Develop accurate pronunciation and intonation so that others understand</li> </ul>	<p><b>All around Town - (Yr4)</b> Children will develop their intercultural understanding through being introduced to the sights of some typical French cities.</p> <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language, through songs</li> </ul>	<p><b>Holidays and Hobbies - (Yr 4)</b> Children will learn key vocabulary about holidays, weather, sports and hobbies.</p> <ul style="list-style-type: none"> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To present ideas and information orally to a range of audiences.</li> <li>Understand basic grammar rules and how to apply them.</li> </ul>	<p><b>Gone Shopping - (Y4)</b> Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when shopping.</p> <ul style="list-style-type: none"> <li>Engage in conversations, ask and answer questions</li> <li>Understand basic grammar rules and how to apply them.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>		

			<p>when reading aloud or using familiar words and phrases.</p> <ul style="list-style-type: none"> <li>Understand basic grammar rules and how to apply them. (conjugate high frequency verbs.)</li> </ul>	<p>and rhymes and link with spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> <li>To present ideas and information orally to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversations, ask and answer questions; express opinions and respond to those of others.</li> </ul>		
RE		Year 3 - Hinduism Would visiting the River Ganges feel special to a non-Hindu?	Year 4 - Christianity What is the most significant part of the nativity?	Year 4 – Judaism What is the best way for a Jew to show commitment to God?	Year 4 – Christianity Is forgiveness always possible?	Year 4 – Judaism How important is it for Jewish people to do what God asks of them?	
PE	OAA	<p><b>Athletics / Hockey Coaching</b> Children to develop the skills of using a racket, developing control and applying the basic principles of attacking and defending.</p> <p><b>Real PE unit – Unit 1 - Personal</b></p>	<p><b>Real PE – Unit 2 – Social</b></p> <p><b>Gymnastics (not possible this year)</b> <b>Balance and rolling</b></p>	<p><b>Real PE – Unit 4 Creative</b></p> <p><b>Dance (Not possible this year)</b> <b>Beginning to improvise dance phases / dances to communicate an idea.</b></p>	<p><b>Real PE – Unit 5 Physical</b> Developing throwing and catching skills Developing own games.</p> <p><b>Gymnastics (Not possible this year)</b> <b>Travel and jumping</b></p>	<p><b>Tennis Coaching / Athletics</b> Children to develop the skills of using a racket, developing control and applying the basic principles of attacking and defending.</p> <p><b>Dance – If possible</b> <b>Beginning to improvise dance phases / dances to communicate an idea.</b></p>	OAA
PSHE	<p><b>Theme – Belonging</b></p> <ul style="list-style-type: none"> <li>Establishing a class charter and recap on zones of regulation</li> <li>Understand responsibilities at school</li> <li>Follow the classroom rules and act as a role model for younger children</li> <li>Explain how others are feeling and how to support them.</li> </ul>		<p><b>Theme: The world around us</b></p> <ul style="list-style-type: none"> <li>Describe the different cultural, ethnic and religious groups that make up the UK.</li> <li>Describe differences between different cultural, religious and ethnic groups.</li> </ul>	<p><b>Theme: Friendship and getting on.</b></p> <ul style="list-style-type: none"> <li>Describe how they are important to others and how they can care for others.</li> <li>Recognise what is fair and unfair, kind and unkind and right and wrong (2 lessons)</li> <li>Understand how actions can impact on others and how they can address problems caused.</li> </ul>	<p><b>Theme: Money management</b></p> <ul style="list-style-type: none"> <li>understand how money plays a role in ours and others lives</li> <li>Explain different ways to manage money (Budgeting for chocolate bar)</li> </ul>	<p><b>Theme: Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Understand how and why they should keep themselves clean</li> <li>999 calls - what to do in an emergency.</li> </ul>	<p>Sharing memories of the year</p> <p>Reviewing goals (share personal successes )</p> <p>Setting targets for next year.</p>
Computing E-Safety		CS - Design and Create programs that use a sequence – River Quiz using Scratch	DL – Understand opportunities computer networks offer for communication use.	IT – choose from a variety of software and internet services to accomplish given goals. Create an information guide about Carterton.	CS – Use logical reasoning to explain how simple algorithms work and detect and count errors in them.  Bug in the water cycle.	IT – Collect and combine data Data dash – link with food, countries, miles.	
Spellings							
Value	Term 1: Co-operation	Term 2: Perseverance	Term 3: Respect	Term 4: Courage	Term 5: Honesty	Term 6: Tolerance	