

Year Three and Four Curriculum Guide

Cycle B		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths (White Rose Hub)		Place Value Addition and Subtraction	Multiplication and Division Measurement - area	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Time Decimals Money	Shape Position and Direction Statistics
English Focus	Poetry	Spine Poems	Adjective and simile poems	Verb poetry		Figurative Language	Said is dead poetry
	Fiction	Character Description	Setting Description	Dialogue to move the action forward	Character Description	Setting Description (science link)	Dialogue to move the action forward
	Non-fiction	Non-Chronological report	Persuasion	Explanation text		Non-chronological report (plants)	Explanation text
Science		Forces and Magnets <i>Children will learn what contact forces are, including pushes and pulls, and how different surfaces affect the movement of objects through friction. They'll discover what magnets are, how they work with north and south poles that attract or repel, which materials are attracted to magnets (metals containing iron, steel and nickel), and that magnets vary in strength depending on their size, shape and material.</i>	States of Matter <i>Children will learn about the three states of matter (solids, liquids and gases) and their unique properties. They'll discover how temperature can change the state of objects through melting and freezing, explore whether all liquids can be frozen, understand the stages of the water cycle (evaporation, condensation and precipitation), and investigate how temperature and location affect rates of evaporation.</i>	Rocks <i>Children will learn what rocks are, how they can be grouped by their properties, and how the three main types of rocks were formed (sedimentary, igneous and metamorphic). They'll discover why different rocks are suited for different purposes based on their durability and permeability, learn how fossils are made through the process of fossilisation, and understand what soil is made from, including rocks, organic matter, air, water and living organisms.</i>		Plants <i>Children will learn how seeds are dispersed in different ways and the main functions of different parts of flowering plants (roots, stems, leaves and flowers). They'll discover how plants make food through photosynthesis and how water is transported through plants, explore what plants need to stay alive (air, light, water, nutrients and the right temperature), and understand why plants need flowers for pollination and reproduction.</i>	Light <i>Children will learn that we need light to see and that dark is the absence of light. They'll discover how light behaves when it is reflected from surfaces, especially mirrors, and understand how shadows are formed when light is blocked by opaque objects. They'll learn how to protect their eyes from the sun using sunglasses and explore how shadows change throughout the day as the sun's position changes in the sky.</i>

History	Stone Age, Bronze Age and Iron Age <i>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze Age and Iron Age.</i>	Why did the Romans invade and settle in Britain? <i>Investigating why the Romans invaded Britain and the reaction of the Celts; learning how the Romans changed life in Britain.</i>			What changed in Britain after the Anglo-Saxon invasion? <i>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</i>	
Geography			Volcanoes <i>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</i>		Settlements <i>Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</i>	Rivers <i>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</i>
Computing	Google; Computing Systems and networks: Collaborative Learning <i>Google Docs, Slides, Form and Sheet</i>	Programming <i>Programming a game, the children use variables, sensors and if statements, debug their projects and evaluate their designs to improve functionality.</i>	Data handling: Investigating weather <i>Researching and storing data using spreadsheets, designing a weather station which gathers and records data and learning how weather</i>		Computational thinking <i>Exploring computational thinking through unplugged activities and applying these to programming.</i>	Online Safety <i>Learning how to navigate the internet in an informed, safe and respectful way.</i>

			forecasts are made. Children use tablets or digital cameras to present a weather forecast.			
Music	Creating compositions in response to an animation (Theme: Mountains) <i>Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.</i>	Rock and Roll <i>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</i>	Ballads <i>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</i>	Haiku, music and performance (Theme: Hanami festival) <i>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</i>	Samba and carnival sounds and instruments (Theme: South America) <i>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</i>	Changes in pitch, tempo and dynamics (Theme: Rivers) <i>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</i>
Art		Storytelling Through Drawing <i>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</i>	Exploring Still Life <i>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</i>			Sculpture, Structure, Inventiveness & Determination <i>What can artists learn from nature?</i>
Design and Technology	Mechanical Systems: Mechanical cars			Textiles: Egyptian Collars	Cooking and nutrition: Adapting a recipe	

	<i>Making and designing mechanical cars that use different methods of movement</i>			<i>Having learnt the basics of sewing and decorating fabric in key stage one, this unit builds on the children's repertoire by introducing two new skills: cross-stitch and appliqué. After learning these techniques, the children apply their knowledge to the design, decoration and assembly of their very own Egyptian Usekh /Wesekh collars to represent their unique personalities.</i>	<i>Adapting an existing biscuit recipe while considering the cost of ingredients and other expenses against a set budget, this unit includes new lessons with teacher and pupil videos to develop the children's food preparation skills and adapt a recipe to suit a target audience.</i>	
P.E. Indoor	Health Related Fitness <i>Perform a variety of yoga poses. Demonstrate good core strength. Keep going even when my muscles are really fatiguing. Jump dynamically and land safely. Demonstrate good sprinting technique Start and finish a sprint race with good technique.</i>	Dance <i>Develop a sensitivity to space – moving with ease between wide open spaces, moving close to others and shifting through a range of directions and levels.</i>	Athletics <i>Hurdle efficiently and consistently when Sprinting between hurdles. Develop the technique and consistency of my jumps. Throw overarm accurately. Throw overarm with power, for distance. Accurately replicate the technique for running, jumping and throwing events.</i>	Dodgeball <i>Learn to throw powerfully and accurately while keeping an eye on the opposition's movements. Judge when a ball should be caught or avoided. Develop tactical awareness to bring team mates back into the game.</i>	Handball <i>Pass and receive the ball on the move. Pass quickly under pressure. Throw/shoot accurately using good overarm technique Intercept passes. Block a shot</i>	Gymnastics <i>Demonstrate control and co-ordination, perform a range of actions independently and collaboratively. Use partner balances, demonstrating control and coordination. Devise and use transitions to create a sequence.</i>
P.E Outdoor	Basketball <i>Control the ball on the move by dribbling. Keep my head up to be aware of my environment. Pass the</i>	Tennis <i>Hit consistent forehand returns Get into consistently good positions to hit the ball after one bounce Get into good positions to</i>	Hockey <i>Develop my dribbling technique Change direction Control a ball sent to me Pass in a variety of ways using good technique</i>	OAA <i>Identify areas of the school grounds using a map. Run and think simultaneously to compete in a competition. Identify</i>	Cricket <i>Bowl a ball overarm with a straight arm Bowl with increasing accuracy. Bowl with a run up.</i>	Athletics <i>Throw overarm accurately. Throw overarm with power, for distance. Accurately replicate the technique for running, jumping</i>

	<i>ball using good techniques.</i>	<i>play backhand shots Strike the ball on the backhand with some consistency. Volley a ball on the forehand and backhand striking the ball downwards</i>		<i>where a number of controls are situated around the school grounds via photographic clues.</i>	<i>Stand sideways-on, with a high back lift, ready to receive a ball Step back and across to pull a short ball. Pick up one-handed and throw. Back up my fellow fielders in the field.</i>	<i>and throwing events. Run a relay efficiently as part of a team.</i>
R.E.	PEOPLE OF GOD <i>Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah, how we live in school and in the wider world.</i>	INCARNATION <i>Learn about how Christians believe God is Trinity: Father, Son and Holy Spirit; the Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Explore the belief that the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</i>		SALVATION <i>Exploring why Christians call the day Jesus died 'Good Friday'. Recall the outline events of the Easter story inc: entry into Jerusalem, the Last Supper, Jesus' arrest and betrayal, he was put on trial, he was crucified, he came back to life and appeared to Mary Magdalene.</i>	KINGDOM OF GOD <i>PUPILS WILL KNOW THAT: Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.</i>	SIKHIS <i>Learn about the Sikh faith and how Sikh people worship and live. They'll discover that Sikhs can pray at home or in the Gurdwara (a place of worship that welcomes everyone), and that they follow teachings from their holy book, the Guru Granth Sahib. Children will also learn about the importance of helping others through 'Seva' (selfless service) and about Vaisakhi, the biggest Sikh festival celebrating the Sikh New Year.</i>

PSHE	My healthy self: How can I take care of my mind and body? <i>Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.</i>	Citizenship: What rights and responsibilities do we have? <i>Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.</i>	Health protection: How can we prevent illness and injury and respond if they happen? <i>Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999</i>	My healthy self: How can I make healthy choices? <i>Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.</i>	Citizenship: How can I spend money responsibly? <i>Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.</i>	Growing up: How will my body and emotions change as I grow up? <i>Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.</i>
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French	Phonics lesson 1&2 (C) Shapes (E) <i>I can name, recognise and remember up to 10 shapes in French.</i> <i>I can attempt to spell some of these shapes in French.</i> <i>I can attempt to remember which shapes are un or une.</i> <i>I can revise and/or learn numbers 1-5 in French.</i>	Musical Instruments <i>I can recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</i> <i>I can start to understand articles/determiners better in French.</i> <i>I can learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</i>	Vegetables <i>I can name, recognise and recall from memory up to 10 vegetables in French. I can attempt to spell some of these nouns with their plural article/determiner.</i> <i>I can learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.</i>	Ancient Britain <i>I can name in French, the six key periods of ancient Britain, introduced in chronological order.</i> <i>I can say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.</i> <i>I can remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</i>	In Class <i>I can recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</i> <i>I can learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</i> <i>I can learn how to use the negative in French.</i> <i>I can describe what we have and do not have in our pencil case/rucksack.</i>	Habitats <i>I can say and write the key elements that animals and plants need to survive.</i> <i>I can name the 5 most common types of habitats.</i> <i>I can name an animal and a plant that live and grow in each type of habitat.</i>
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