

## Curriculum Plans for Year 3/4 - Cycle B (2017/18)

	Rotten Romans	Rainforests	Anglo Saxons
	What the Romans did for us?	Why are rainforests important?	Why did they invade and settle?
	Autumn Term	Spring Term	Summer Term
LITERACY	<u>Narrative</u> Across the Roman Wall by Theresa Breslin	<u>Narrative (1 week)</u> The Great Kapok Tree by Lynne Cherry	<u>Myths and Legends (3 weeks)</u> How to Catch a Mermaid by Jane Ray The Seal Children by Jackie Morris Beowulf retold by Michael Morpurgo
	<u>Poetry by heart (2 weeks)</u> Variety of poems chosen by Roger Stevens	<u>Stories from other cultures (3 weeks)</u> Africa is not a Country by Margy Burns Knight Mufaro's Beautiful Daughters retold by John Steptoe The Pot of Wisdom -Ananse Stories retold by Adwoa Badoe	<u>List Poems and Kennings (2 weeks)</u> Poems selected from The Works
	<u>Chronological Reports (2 weeks)</u> Henry's Freedom Box by Ellen Levine Who was Rosa Parks by Yona Zeldis McDonough	<u>Information Text (3 weeks)</u> The Kingfisher Book of Music Children's book of music published by DKL Usborne Introduction to Music by Eileen O'Brien	<u>Instructions and Explanations (2 weeks)</u> Usborne complete book of Art Ideas by Fiona Watt
	<u>Letters and Diaries</u> Based on those sent home by Roman ladies living at camps along Hadrian's wall. (Within History lessons) <u>Recounts (2 weeks)</u> Little Mouse's Book of Fears by Emily Gravett	<u>Persuasive Writing (3 weeks)</u> The Rainbow Bear by Michael Morpurgo Zoo by Anthony Brown The Ice Bear by Nicola Davies	<u>Non Chronological Reports (3 weeks)</u> The Wolves in the Walls by Neil Gaiman Wolves by Emily Gravett Top Gun of the Sky by Martin Bradely
	<u>Stories with humour (3 weeks)</u> Mr Stink by David Walliams Billionaire Boy by David Walliams	<u>Poetic Form : Syllabic poems (2 weeks)</u> Various poems including Where Apple Trees Once Grew by Charles Thomson	<u>Image Poetry (2 weeks)</u> Window by Jeannie Baker Various poems
	<u>Nonsense Poetry</u> Selected poems from The Works	<u>Poems to Perform</u> A classic collection of poems chosen by Julia Donaldson	<u>Fairy Stories and Playscripts</u> Beware of the storybook Wolves by Lauren Child

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<b>Numeracy</b>	<p><b>Directly Planned from Abacus</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- addition and subtraction</li> <li>- multiplication and division</li> <li>- number and place value</li> <li>- fractions</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>- time</li> <li>- length</li> <li>- mass</li> <li>- volume/capacity</li> <li>- money</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- graphs, charts and pictograms</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>- properties of shapes</li> </ul>	<p><b>Directly Planned from Abacus</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- number and place value</li> <li>- addition and subtraction</li> <li>- multiplication and division</li> <li>- fractions</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>- money</li> <li>- time</li> <li>- length</li> <li>- mass</li> <li>- volume/capacity</li> <li>- perimeter</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>- properties of shapes</li> </ul>	<p><b>Directly Planned from Abacus</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- number and place value</li> <li>- addition and subtraction</li> <li>- multiplication and division</li> <li>- fractions</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>- money</li> <li>- time</li> <li>- length</li> <li>- mass</li> <li>- volume/capacity</li> <li>- area</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>- properties of shapes</li> <li>- position and direction</li> </ul> <p><b>Statistics</b></p>
<b>Geography</b>	<p><u>European Country (Italy) and Topographical Features</u> Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of Italy.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night).</p>	<p><u>South America and Topographical Features</u> Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night).</p>	<p style="text-align: center;"><u>Location knowledge</u></p> <p style="text-align: center;">Name and locate counties and cities of the United Kingdom and compare and contrast with Germany</p> <p style="text-align: center;">Name and locate different countries in Europe. (Flags, capital cities, make a link to the Anglo Saxons and the countries they came from.)</p> <p style="text-align: center;"><u>Human and physical geography</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

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History	<p style="text-align: center;"><u>The Roman Empire and its impact on Britain</u>          Julius Caesar's attempted invasion in 55-54 BC.          The Roman Empire by AD 42 and the power of its army.          Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, e.g. Boudicca.          "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>		<p style="text-align: center;"><u>Britain's Settlement by Anglo Saxons</u>          Roman withdrawal from Britain c. AD 410 and the fall of the Western Roman Empire.          Anglo Saxon invasions, settlements and kingdoms: place names and village life          Anglo Saxon Art and Culture          Anglo Saxon Laws and Justice</p>
Science	<p style="text-align: center;"><u>Electricity (Yr4)</u></p> <p>Identify common appliances that run on electricity.          Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.          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.          Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.          Recognise some common conductors and insulators, and associate metals with being good conductors.  <u>Link to Computing</u> -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.  <u>Link to DT</u> -understand and use electrical systems in their products.</p>	<p style="text-align: center;"><u>Animals including Humans (Yr 3 and 4)</u></p> <p>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.          Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p style="text-align: center;">Describe the simple functions of the basic parts of the digestive system in humans</p> <p style="text-align: center;">Identify the different types of teeth in humans and their simple functions</p> <p style="text-align: center;">Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p style="text-align: center;"><u>Forces and Magnets (Yr3)</u></p> <p>Compare how things move on different surfaces.          Notice that some forces need contact between two objects, but magnetic forces can act at a distance.          Observe how magnets attract or repel each other and attract some materials and not others.          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.          Describe magnets as having two poles.          Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p style="text-align: center;"><u>States of matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.          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)          Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>

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<b>RE</b>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>Unit 4 - Christianity: Lifestyles Harvest Festival Christmas</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>Unit 1 Hinduism -Festival of Holi and other celebrations Christianity - Easter</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>Unit 3 Christianity - Communities</p>
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<b>E - Safety</b> - Digital Literacy)	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		
	<p><b><u>Rings of Responsibility</u></b></p> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p>	<p><b><u>Passwords</u></b></p> <p>Captain Kara videos childnet .com</p>	<p><b><u>The Power of Words</u></b></p> <p>Pupils consider that they may get online messages from other children that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p>

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<b>Computing</b>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>Understanding and using technology in our lives Data handling</b></p>	<p style="text-align: center;"><u>Programming</u></p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p style="text-align: center;"><b>Programming</b></p>
<b>D&amp;T</b>	<p><u>Roman Bullas' or Wall Hangings inspired by Mosaics</u></p> <p>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, joining and finishing, accurately.</p>	<p><u>Rainforest Cam Toys or Make a Bird Box/fabric bird</u></p> <p>Understand and use mechanical systems in their products, such as cams.</p>	<p style="text-align: center;"><b>Make a boat.</b></p> <p>Links to Science: forces and pulleys.</p>
<b>Food and Nutrition</b>	<div style="background-color: yellow; text-align: center; padding: 5px;"><b>BA to do Skills</b></div> <p style="text-align: center;"><u>Italian Pizzas and more</u></p> <p>Prepare and cook pizza predominantly savoury dishes using a range of cooking techniques</p>	<p style="text-align: center;"><u>Growing Seasons/Rainforest Fruit salad</u></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>→</p> <p>Looking at how seasonal foods are grown and sourced- compare then and now.</p>
<b>Art &amp; Design</b>	<p style="text-align: center;"><u>Roman Mosaics</u></p> <p>Create an installation for the playground of our school logo (part of outdoor learning work)</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials (pencil, charcoal, paint)</p>	<p style="text-align: center;"><u>Drawing and making Rainforest Nature and Patterns</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>(clay frogs, papier-mache parrots, bracelet shading, Henri Rousseau's painting/layers/leaves)</p>	<p>Art based on Anglo Saxon Jewellery and other artefacts such as belt buckles and illuminated scripts</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials (pencil, charcoal, paint)</p>

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	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		
<b>Music</b>	<p>Class Ensemble - First Access Project Runs across whole school year</p> <p>Mama-Mia (Charanga Unit) Glockenspiel Stage 1 (Charanga Unit)</p>	<p>Class Ensemble - First Access Project Runs across whole school year</p> <p>Three Little Birds (Charanga Unit) Bringing Us Together (Charanga Unit)</p>	<p>Class Ensemble - First Access Project Runs across whole school year</p> <p>The Dragon Song (Charanga Unit) Reflect, Rewind and Replay (Charanga Unit)</p>
<b>PE</b>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, such as basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p><u>Cricket/Dance</u> <u>Swimming / Gymnastics</u> <u>Outdoor Learning - Mosaics</u> <u>Mountain Bikes (Y4)</u></p>	<p><u>Rugby/Football</u> <u>Swimming/Free Running</u> <u>Outdoor Learning - Forest School</u> <u>Mountain Bikes (Y4)</u></p>	<p><u>Swimming/Trampoline</u> <u>Tennis/Rounders</u> <u>Athletics</u> <u>Outdoor Learning - Mud Huts</u> <u>Mountain Bikes (Y4)</u></p>
<b>MFL</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p>		

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	French	French	Spanish	Spanish
<b>PSHE</b>	New Beginnings/ Say no to bullying	Relationships		Good to be me
Global Citizenship SRE	Self Esteem Challenging Gender Stereotypes UNICEF - Rights Respecting School Award Slavery - Black American/Roman/Modern Day Slavery/Trafficking	Family Differences Differences Male and Female UNICEF - Rights Respecting School Award		Thinking, Feeling, Doing - Challenging Relationships UNICEF - Rights Respecting School Award

Further suggestions for the above topic:

Rotten Romans	Rainforests	Anglo Saxons
<p><b>Suggested Texts;</b>                      Across the Roman Wall by Teresa Breslin                      The Emperor's Head: A Play by Julia Donaldson                      The Roman Mysteries Series by Caroline Lawrence.                      The Orchard Book of Roman Myths by Geraldine McCaughrean</p>	<p><b>Suggested Texts;</b>                      The Window by Jeannie Baker                      The Tin Forest by Helen Ward                      Tiger Tiger by William Blake                      Web of Life by Jane Clarke                      Kensuke's Kingdom by Michael Morpurgo                      Zoo by Anthony Brown                      The Vanishing Rainforest by Richard Platt and Rupert Van Dyke                      Ape by Martin Jenkins                      Wonderful Earth by Nick Butterworth</p>	<p><b>Suggested Texts;</b>                      Anglo Saxon Activity Book by cgp books                      Anglo Saxons - What They Don't Tell You About by Robert Fowke                      KS2 History is Easy: Anglo Saxon and Scots</p>
<p><b>Visual Literacy;</b>                      The Literacy Shed - Anti-Bullying Shed - Birds</p>	<p><b>Visual Literacy;</b>                      A Bug's Life                      Orangutan Diaries - BBC                      Life on Earth: Rainforest BBC                      Rio: 20<sup>th</sup> Century Fox                      Bee Movie: Dreamworks</p>	<p><b>Visual Literacy;</b>                      BBC Bitesize</p>

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Suggested trips/visitors; • Segedunum	Suggested trips/visitors; • Rainforest Animals visit	Suggested trips/visitors; • Bede's World
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