

Curriculum Plans for Year 3/4 - Cycle B (2019/2020)

	Rotten Romans	NATURAL DISASTERS	The Vikings
	What the Romans did for us?	Tell me more about Natural Disasters...	Why did they invade and settle?
	Autumn Term	Spring Term	Summer Term
LITERACY	<u>Fables (3 weeks)</u> Aesop's Fables by Michael Rosen	<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>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>Instructions and Explanations (2 weeks)</u> The Usborne Complete Book of Art Ideas A range of other books about Art	<u>Recounts (2 weeks)</u> Little Mouse's Book of Fears by Emily Gravett	<u>List Poems and Kennings (2 weeks)</u> Poems selected from The Works
	<u>Poetry - Creating Images (2 Weeks)</u> Window by Jeannie Baker plus various poems	<u>Poetry by heart (2 weeks)</u> Variety of poems chosen by Roger Stevens	<u>Chronological Reports (2 weeks)</u> Henry's Freedom Box by Ellen Levine Who was Rosa Parks by Yona Zeldis McDonough
	<u>Stories with Familiar Settings</u> Horrid Henry by Francesca Simon Horrid Henry's Birthday Party by Francesca Simon	<u>Fairy Stories and Playscripts</u> Beware of the storybook Wolves by Lauren Child	<u>Persuasive Writing (3 weeks)</u> The Rainbow Bear by Michael Morpurgo Zoo by Anthony Brown The Ice Bear by Nicola Davies
	<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>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>Nonsense Poetry</u> Selected poems from The Works
	<u>Poetic Form : Syllabic poems (2 weeks)</u> Various poems including Where Apple Trees Once Grew by Charles Thomson	<u>Poems to Perform</u> A classic collection of poems chosen by Julia Donaldson	<u>Stories with humour (3 weeks)</u> Mr Stink by David Walliams Billionaire Boy by David Walliams

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Numeracy	<p>Number: Place Value  Number: Addition and Subtraction  Number: Multiplication and Division</p>	<p>Number: Multiplication and Division  Measurement: Length, Perimeter and Area  Number:  Fractions  Number: Decimals  Measurement: Mass and Capacity</p>	<p>Number: Decimals including Money  Measurement: Time  Statistics  Geometry: Properties of shape (including Y4 position and Direction)</p>
Geography	<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.  Understand geographical similarities and differences through the study of human and physical geography of a region of Italy.  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.  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>Human and Physical Geography</u>  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Cross curricular writing about avalanches and floods (look at video footage as starting point)</p>	<p><u>Location knowledge</u>  Name and locate counties and cities of the United Kingdom and compare and contrast with Germany  Name and locate different countries in Europe. (Flags, capital cities, make a link to the Vikings and the countries they came from.)  <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>

History	<p><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.  <u>Letters and Diaries</u>  Based on those sent home by Roman ladies living at camps along Hadrian's wall.</p>		<p><u>Viking raids and invasion</u></p> <ul style="list-style-type: none"> <li>• To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods studied.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> <li>• To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Understand that Viking warriors believed they would live on after death in Valhalla</li> <li>• Appreciate that Vikings were determined to succeed</li> <li>• Explore Viking armoury and shields</li> <li>• Investigate the design and build of the Viking long ship. Understand the role of archaeologists in uncovering remains and how the past can be pieced together</li> </ul>
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Science	<p 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.</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 align="center"><u>Rocks (Yr3)</u></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 rocks Recognise that soils are made from rocks and organic matter.</p> <p align="center"><u>States of Matter (Yr4)</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p align="center"><u>Living Things and their habitats</u></p> <p 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.</p> <p>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>
RE	<p>We use the Northumberland County Council Agreed Syllabus</p> <p align="center">Unit 4 - Christianity: Lifestyles Harvest Festival Christmas</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p align="center">Unit 1 Hinduism -Festival of Holi and other celebrations Christianity - Easter</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p align="center">Unit 3 Christianity - Communities</p>

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<b>E - Safety</b> - Digital Literacy)	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 style="text-align: center;"><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 style="text-align: center;"><b><u>Passwords</u></b></p> <p>Captain Kara videos childnet .com</p>	<p style="text-align: center;"><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>
<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 style="text-align: center;"><b>Understanding and using technology in our lives Data handling</b></p>	<p style="text-align: center;"><b><u>Programming</u></b></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><b><u>Roman Bullas' or Wall Hangings inspired by Mosaics</u></b></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 style="text-align: center;"><b><u>Shelters</u></b></p> <p>Select from and use a wider range of materials and components, including construction materials, 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, shaping, joining and finishing, accurately. Look at Hexayurts.</p>	<p style="text-align: center;">Make a boat.</p> <p>Links to Science: forces and pulleys.</p>

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Food and Nutrition	<p>Use British Nutrition Foundation for Scheme of Work and Risk Assessments</p> <p><u>Italian Pizzas and more</u></p> <p>Prepare and cook pizza predominantly savoury dishes using a range of cooking techniques</p>	<p>Use British Nutrition Foundation for Scheme of Work and Risk Assessments</p> <p><u>Rescue Centre Meal</u></p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Use British Nutrition Foundation for Scheme of Work and Risk Assessments</p> <p>Looking at how seasonal foods are grown and sourced- compare then and now.</p>
Art & Design	<p>Roman Mosaics</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><u>Sculptures - Andy Goldsworthy</u></p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. clay). About great artists, architects and designers in history.</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>
	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		
Music	<p>Class Ensemble - First Access Project</p> <p>Runs across whole school year</p>	<p>Class Ensemble - First Access Project</p> <p>Runs across whole school year</p>	<p>Class Ensemble - First Access Project</p> <p>Runs across whole school year</p>

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PE	<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>		
	Swimming Football Netball Bikeability Hockey	Swimming Dance Rugby Gymnastics Netball	Swimming Cricket Rounders Athletics
MFL	<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>		
	French	French	Spanish
PSHE	New Beginnings/ Say no to bullying	Relationships	Good to be me
Global Citizenship SRE	Self Esteem Challenging Gender Stereotypes UNICEF - Rights Respecting School Award	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	Natural Disasters	Anglo Saxons
Suggested Texts; Across the Roman Wall by Teresa Breslin	Suggested Texts; A range of non-fiction texts	Suggested Texts; Anglo Saxon Activity Book by cgp books

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<p>The Emperor's Head: A Play by Julia Donaldson</p> <p>The Roman Mysteries Series by Caroline Lawrence.</p> <p>The Orchard Book of Roman Myths by Geraldine McCaughrean</p>		<p>Anglo Saxons - What They Don't Tell You About by Robert Fowke</p> <p>KS2 History is Easy: Anglo Saxon and Scots</p>
<p>Visual Literacy;</p> <p>The Literacy Shed - Anti-Bullying Shed - Birds</p>	<p>Visual Literacy;</p> <p>The Literacy Shed</p>	<p>Visual Literacy;</p> <p>BBC Bitesize</p>
<p>Suggested trips/visitors;</p> <ul style="list-style-type: none"> <li>• Segedunum</li> <li>• Cragside House</li> <li>• Ford Castle (Residential)</li> </ul>	<p>Suggested trips/visitors;</p> <ul style="list-style-type: none"> <li>• Life Centre (Volcano workshop or Earthquake Engineering)</li> <li>• Bamburgh to look at rock formations.</li> </ul>	<p>Suggested trips/visitors;</p> <ul style="list-style-type: none"> <li>• Bede's World</li> <li>• Holy Island</li> </ul>