

Year 3 and 4 Curriculum Plan



Term	Book	Themes	Key skills	Text Types	Curriculum areas covered
Autumn 1	Mistakes that worked	<ul style="list-style-type: none"> • Growth mind-set • Design • Collaboration and teamwork 	<p>Enquiry</p> <ul style="list-style-type: none"> • Be curious • Question • Communicate • Listen <p>Problem solving</p> <ul style="list-style-type: none"> • Make links • Plan <p>Manage feelings</p> <ul style="list-style-type: none"> • Tackle new things without worrying <p>Creativity</p> <ul style="list-style-type: none"> • Imagination • Enthusiasm • Become lateral thinkers 	<ul style="list-style-type: none"> • Non Fiction: Non chronological report • News paper 	<p>Computing: 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>Design & Technology: Design: Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. Make: Select from and use a wider range of tools and equipment to perform practical tasks. Evaluate: Investigate and analyse a range of existing products.</p> <p>Science: Working Scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • use results to draw simple conclusions, make predictions for new values, suggest improvements. <p>Science: Circuits identify common appliances that run on electricity</p> <ul style="list-style-type: none"> • 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 <p>R.E: What matters most?</p> <p>History: Note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Enrichment: Eureka!</p>



Autumn 2	Flat Stanley	<ul style="list-style-type: none">• Equality• Feelings/emotions• Empathise	<p>Manage feelings</p> <ul style="list-style-type: none">• Tackle new things without worrying• Not to be frustrated or upset by difficulty <p>Evaluation</p> <ul style="list-style-type: none">• Distilling - read excerpts and highlight key information <p>Empathy</p> <ul style="list-style-type: none">• Empathise – Role play• Empathise – describe a characters feelings and emotions.	<ul style="list-style-type: none">• Letters/journal• Narrative – descriptive writing• Recount• Poetry	<p>Computing: 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>Geography: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Music: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>R.E: Symbolism of light and dark throughout religions</p> <p>Science: Working Scientifically</p> <ul style="list-style-type: none">• identifying differences, similarities or changes related to simple scientific ideas and processes• using straightforward scientific evidence to answer questions or to support their findings. <p>Science: Animals, inc humans</p> <ul style="list-style-type: none">• 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 animals have skeletons and muscles for support, protection and movement. <p>Enrichment: Celebrating Differences day. Invite parents.</p>
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<p>Spring 1</p>	<p>This morning I met a whale</p>	<ul style="list-style-type: none"> • Environment • Care/Nurture • Responsibility 	<p>Enquiry</p> <ul style="list-style-type: none"> • Ask Why or How • Question • Be curious <p>Problem solving</p> <ul style="list-style-type: none"> • Make links and draw conclusions • Break things down and explain <p>Empathise</p> <ul style="list-style-type: none"> • See things from another's point of view 	<ul style="list-style-type: none"> • Persuasive writing • Letter writing • Dialogue 	<p>Computing: use technology safely and responsibly; know a range of ways concerns and inappropriate behaviour</p> <p>R.E: Creation and green issues</p> <p>Art & Design: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Geography: 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>Science: Working scientifically</p> <ul style="list-style-type: none"> • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <p>Science: All living things</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups • recognise that environments can change and that this can sometimes pose dangers to living things. <p>Enrichment: Walking down the River Calder</p>
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<p>Spring 2</p>	<p>War and peas</p>	<p>Greed/selfishness Peace Status/hierarchy</p>	<p>Problem Solving</p> <ul style="list-style-type: none"> • Break things down logically and explain • Reasoning <p>Social Skills</p> <ul style="list-style-type: none"> • Be independent • Collaborate <p>Creativity</p> <ul style="list-style-type: none"> • Use their imagination • Give alternative explanations or solutions. 	<ul style="list-style-type: none"> • Newspapers • Short story • Poetry 	<p>Science: Working Scientifically</p> <ul style="list-style-type: none"> • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Science – Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Geography – Understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Music – Improvise and compose music against picture of poverty vs picture of wealth and prosperity.</p> <p>R.E - How does a Christian follow Jesus?</p> <p>Computing: 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</p> <p>Enrichment: Tanzania Day</p>
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<p>Summer 1</p>	<p>The black hole mystery (mining and mantle of the expert)</p>	<p>Investigation Exploitation Working for a better future</p>	<p>Enquiry</p> <ul style="list-style-type: none"> • Ask how? Why? • Question • Communicate • Listen <p>Problem solving</p> <ul style="list-style-type: none"> • Plan • Make links • Reason <p>Apply knowledge</p> <ul style="list-style-type: none"> • make decisions for themselves • use maths, literacy and computing in other areas of work. 	<ul style="list-style-type: none"> • Persuasion • Non chronological report • Descriptive piece 	<p>R.E: How is new life welcomed into the world?</p> <p>Art and design: Improve their mastery of art and design techniques, including drawing with a range of materials, including charcoal.</p> <p>History: A study on an aspect of history of a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Computing: Design programs that accomplish specific goals by breaking them into smaller parts Use repetition in programs and explain how simple algorithms work Use logical reasoning to detect and correct errors in programs.</p> <p>Science: Working Scientifically</p> <ul style="list-style-type: none"> • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Science: Light</p> <ul style="list-style-type: none"> • notice that light is reflected from surfaces • find patterns that determine the size of shadows. <p>Enrichment: National Coal Mining Museum.</p>
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<p>Summer 2</p>	<p>Stone age boy</p>	<p>Difference Survival Trust</p>	<p>Enquire</p> <ul style="list-style-type: none"> I can use a range of sources to find out more. <p>Creativity</p> <ul style="list-style-type: none"> Use imagination Meta-learning <p>Problem solve</p> <ul style="list-style-type: none"> Sort information <p>Evaluation</p> <ul style="list-style-type: none"> Reflect Revise <p>Emotional skills</p> <ul style="list-style-type: none"> Understand others feelings 	<p>Play script Biography Recount</p>	<p>R.E: Who is my neighbour?</p> <p>Science: Working Scientifically</p> <ul style="list-style-type: none"> use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>Science: Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p>History: Changes in Britain from the stone age to the iron age. This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Computing: use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Music: Develop an understanding of the history of music – drumming.</p> <p>Art & Design: Improve their mastery of art and design techniques, including drawing with a range of materials, including clay.</p> <p>Enrichment: Little Deer Wood/ Danelaw</p>
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