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| **Year 3/4 (Cycle 1)** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Christian Value | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Theme | Hail Caesar! | | Extreme Earth - Living On The Edge | | Putting Down Roots | |
| Question Hook | What did the Romans ever do for us? | | What is the most dangerous place to live on our planet? | | Who were the Constable family?  What has happened to Hull? | |
| English  (text to be covered supporting topic) | Narrative Text Type: Imaginary world / Myths  Non – Narrative Text Type: Persuasive Writing  Poetry : Performance | | Narrative Text Type:F ilm Narrative (historical setting)  Non – Narrative Text Type: Non – chronological report  One sided argument (balanced argument)  Poetry : Narrative Poetry | | Narrative: Diary / Letters  Non – Narrative Text Type: Instructions / Explanations  Poetry : Descriptive Imagery | |
| BOOK HOOK | Roman Fort  Escape From Pompeii | | The Jungle Book  Explorers | | The Secret Garden | |
| MATHS | NCETM Maths | | NCETM Maths | | NCETM Maths | |
| SCIENCE | Plants | | Sound  Electricity | | States of matter  Animals including Humans (3) | |
| COMPUTING | Digital Literacy  Use technology responsibly  Identify a range of ways to share concerns about conduct  Recognise the benefits and risks of different apps and websites  Understand the importance of a good password  Understand the dangers of spending too long online and the importance of regular screen breaks.  Understand when to share personal information and when not to | | Information Technology  Use search technology to communicate effectively  Use technology to collect information  Use a database to retrieve information  Present data in a range of ways to convey information  Use technology to collaborate on a task  Edit digital content in response to feedback | | Control Systems  Write programmes that create specific goals  Use sequence in programmes  Work with various forms of input and output | |
| DESIGN  TECHNOLOGY | Roman Shields  Christmas Stockings | | Mechanical Poster | | Edible garden | |
| GEOGRAPHY | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  physical geography, including: climate zones, biomes and vegetation belts, rivers,  mountains, volcanoes and earthquakes, and the water cycle | | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | |
| HISTORY | the Roman Empire and its impact on Britain Examples (non-statutory) This could include:  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, for example, Boudicca ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | | | Explorers who pushed the boundaries of human endeavour – Shackleton/Columbus/Polo  Look at different famous explorers and their expeditions. Explore where they ventured to, why and what it meant for different people. Discuss the animals and habitats along with how these explorers impacted the world.  Talk, draw or write about aspects of the past | | a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  To explore the history of Hull and the local area. Looking at key dates predating 1066, moving through a timeline of what Hull and the local area has been through and how it has changed.  Briefly look at Burton Constable and it’s development as home to the Constable family over 700 years. Links to Capability Brown and Moby Dick. | |
| Art | Pencil Portraits  Mosaics - Collage  Jean Metzinger | | Painting Printing  George Seurat - Pointillism | | 3D Form - Clay  Joan Miro | |
| MUSIC  (performance opportunities throughout the year) | **Pitch**  Learn songs connected with themes (e.g. “Pompeii” or “Plants”) adding simple pitched accompaniments | **Singing**  Songs from around the British Isles | **Listening**  Music connected to natural phenomenon e.g. BBC 10 pieces Hans Zimmer “Earth,” or “Vltava” or “Blue Danube” | **Pulse, Rhythm, Temp & Metre**  Create and follow rhythm grids using graphic and standard notation – link to world music via explorers theme | **Composition & Improvisation, Texture**  Look at structure of a song. Create different body percussion patterns to fit each section e.g. verse, chorus, bridge etc | **Timbre**  Create word bank (descriptive poetry link) and use un/tuned percussion and other instruments to create audio version of words – link together (similar or different) to create musical “poem” |
| Music Supporting Worship | Songs/hymns for harvest | Songs/hymns/carols for Remembrance and Christmas | Songs/ hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost and Trinity | Songs for Leavers and moving on |
| P.E. | Invasion Games  Scoring  3.1 Multi-skills | Gymnastics  Linking  3.3 Groovy Gymnastics | Gymnastics  Rolls and routines  3.2 African Dance | Net and Wall  3.4. Brilliant Ball Skills | Striking and Fielding  3.5 Throwing and Catching | Athletics  Outdoor adventurers |
| R. E. | 4.1 Communities - Where is religion?  UC2A.2 People of God p4-5 Unit  2A.4 Gospel / UC2A Incarnation | | 4.2 People who inspire us - What makes a saint?  UC2A Salvation | | 4.3 Our world - Who cares?  UC2B.2 Creation/Fall p.2-3 | |
| MFL (French) | Les Salutations | Je peux | Dans La Jungle | Les Couleurs et Les Nombres | Comptines et Chansons | Les Transports |
| PSHCE | Being Healthy  Relationships | | Exploring Emotions  Difference and Diversity | | Being Responsible  Bullying Matters | |
| Community Links & Enrichment Opportunities | Harvest Festival  Visit to synagogue in Hull  Christmas Events | | Easter Service  Visit to local church  Magna Visit  World Book Day | | Sports Day  Visit to East Riding Museum  Growing Project on school allotment, compared to growing projects in partner schools in Sierra Leone. | |

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| **Year 3/4 (Cycle 2)** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Christian Value | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Theme | We will Rock you! | | The fall of a kingdom. Arise Northumbria! | | Jorvik! | |
| Question Hook | Why are these rocks important? | | Who were the anglo-saxons? | | What is Jorvik? | |
| English  (text to be covered supporting topic) | Narrative Text Type: Imaginary world / Myths  Non – Narrative Text Type: Persuasive Writing  Poetry : Performance | | Narrative Text Type:F ilm Narrative (historical setting)  Non – Narrative Text Type: Non – chronological report  One sided argument (balanced argument)  Poetry : Narrative Poetry | | Narrative: Diary / Letters  Non – Narrative Text Type: Instructions / Explanations  Poetry : Descriptive Imagery | |
| BOOK HOOK | The Stolen Spear  First Drawing  Stone Age Boy | | Beowolf  The Princess who hid in a Tree | | The Saga of Erik the Viking  The Story of Blue planet | |
| MATHS | NCETM Maths | | NCETM Maths | | NCETM Maths | |
| SCIENCE | Rocks  Forces and Magnets | | Animals including humans (4)  Light | | Living things and their habitats | |
| COMPUTING | Digital Literacy  I recognise acceptable and unacceptable behaviour using technology.  Compose emails.  Know how to respond to unpleasant communications via text, IM, email or chat rooms.  Understand the opportunities technology offers for communication  Be discerning in evaluating digital content. | | Information Technology  Select and use software to accomplish given goals  Collect and present data in different ways.  Design and create digital content for a specific purpose.  Evaluate and analyse information.  Use technology to collaborate in different ways.  Use ICT to compose music or sounds including creating melodies  Storyboard and shoot a short stop motion animated sequence. | | Control systems  I can experiment with variables to control models  Design, write and debug programmes that perform specific goals.  Use sequence, selection and repetition in programmes; work with variables.  I can make accurate predictions about what I think will happen.  Understand what computer networks are, e.g the internet. | |
| DESIGN  TECHNOLOGY | Stone Age Satchel | | Moving vehicles | | Long boat - 3D model | |
| GEOGRAPHY | Mapping of location of StoneHenge and other stone age and bronze age evidence sites including Iron Age hill forts, tribal kingdoms, farming, art and culture. | | Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | | Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | |
| HISTORY | The Stone Age - Bronze Age - Iron Age  Looking at the Stone Age lifestyle, what they did and how they survived.  Looking at late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.  Bronze Age religion, technology and travel, for example, Stonehenge.  Iron Age hill forts: tribal kingdoms, farming, art and culture. | | A brief review of the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.  A main focus on the Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne | | Viking raids and invasion  resistance by Alfred the Great and Athelstan, first king of England  further Viking invasions and Danegeld Anglo-Saxon laws and justice  Edward the Confessor and his death in 1066 | |
| Art | Pencil Portraits  Picasso - Cubism | | Line drawing/ Buildings and Architecture  Charles Rennie Macintosh | | Photography/ Painting Watercolour  David Hockney | |
| MUSIC  (performance opportunities throughout the year) | Listening  “Stone Soup” – adding untuned ostinato  “Living in the Stone Age”  Adding tuned accompaniment  Listen to “Stomp” Create art straw ‘pipes’ | Singing  Learn songs to support different aspects of school life (topics and festivals, school events). Enhance singing by including dynamics, small groups/solo, legato/staccato, diction, … | Pitch  Create simple melodies using pentatonic scales to given rhythms | Pulse, Rhythm, Temp and Metre  Identify simple rhythms from spoken words, written words, standard notation, create own rhythm pattern, play to backing track or song, extend by combining two or more patterns | Composition, Texture and Improvisation  How do composers build texture? Listen to contrasting pieces and discuss. Apply to their own work – adding and removing instrument groups | Timbre  Carnival of the Animals or Young Person’s guide to the Orchestra – identify instruments; learn their sounds then listen to other pieces to apply learning  Learn songs and chants which require voice to be used in different ways |

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| Music Supporting Worship | Songs/hymns for harvest | Songs/hymns/carols for Remembrance and Christmas | Songs/ hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost and Trinity | Songs for Leavers and moving on |

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| P.E. | Invasion Games  Scoring  4.1 Invaders | Gymnastics  Linking  4.3 Gym Sequences | Gymnastics  Rolls and routines  4.2 Dynamic Dance | Net and Wall  4.4 Striking and Fielding | Striking and Fielding  4.5 Nimble Nets | Athletics |
| R. E. | 3.1 Remembering - Why remember?  UC2A.6 Kingdom of God / UC2A  Incarnation | | 3.2 Founders of faith - Who, what and when?  UC2A.4 Gospel / UC2A Salvation | | 3.2 Founders of faith - Who, what and when?  UC2A.4 Gospel / UC2A Salvation | |
| MFL (French) | J’Apprends Le Francais | L’ancienne Histoire de la Grande Bretagne | Les Animaux | Petit Chaperon Rouge | Les Saisons | Nourriture |
| PSHCE | Drugs Education  Growing Up | | Changes  Being Me | | Money Matters  Being Safe | |
| Community Links & Enrichment Opportunities | Remembrance Service  Christmas events  Harvest Festival | | Visit to Yorkshire wildlife park  Easter Service  World Book Day | | Sports Day  Visit to Jorvik  Yorkshire Water | |