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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 / MythsNon – Narrative Text Type: Persuasive WritingPoetry : Performance | Narrative Text Type:F ilm Narrative (historical setting)Non – Narrative Text Type: Non – chronological reportOne sided argument (balanced argument)Poetry : Narrative Poetry | Narrative: Diary / LettersNon – Narrative Text Type: Instructions / ExplanationsPoetry : Descriptive Imagery  |
| BOOK HOOK | Roman FortEscape From Pompeii | The Jungle BookExplorers | The Secret Garden  |
| MATHS | NCETM Maths | NCETM Maths | NCETM Maths |
| SCIENCE | Plants | SoundElectricity  | States of matterAnimals including Humans (3) |
| COMPUTING | Digital LiteracyUse technology responsiblyIdentify a range of ways to share concerns about conductRecognise the benefits and risks of different apps and websitesUnderstand the importance of a good passwordUnderstand 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 TechnologyUse search technology to communicate effectivelyUse technology to collect informationUse a database to retrieve informationPresent data in a range of ways to convey informationUse technology to collaborate on a taskEdit digital content in response to feedback | Control SystemsWrite programmes that create specific goalsUse sequence in programmesWork with various forms of input and output |
| DESIGNTECHNOLOGY | 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 BCthe Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall

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| 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/PoloLook 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 PortraitsMosaics - CollageJean Metzinger  | Painting PrintingGeorge 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 GamesScoring 3.1 Multi-skills | GymnasticsLinking3.3 Groovy Gymnastics  | GymnasticsRolls and routines3.2 African Dance | Net and Wall3.4. Brilliant Ball Skills | Striking and Fielding3.5 Throwing and Catching  | AthleticsOutdoor adventurers |
| R. E. | 4.1 Communities - Where is religion?UC2A.2 People of God p4-5 Unit2A.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 HealthyRelationships | Exploring Emotions Difference and Diversity  | Being Responsible Bullying Matters |
| Community Links & Enrichment Opportunities | Harvest FestivalVisit to synagogue in HullChristmas Events | Easter ServiceVisit to local churchMagna VisitWorld Book Day | Sports DayVisit to East Riding MuseumGrowing 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 / MythsNon – Narrative Text Type: Persuasive WritingPoetry : Performance | Narrative Text Type:F ilm Narrative (historical setting)Non – Narrative Text Type: Non – chronological reportOne sided argument (balanced argument)Poetry : Narrative Poetry | Narrative: Diary / LettersNon – Narrative Text Type: Instructions / ExplanationsPoetry : Descriptive Imagery  |
| BOOK HOOK | The Stolen SpearFirst DrawingStone Age Boy | Beowolf The Princess who hid in a Tree  | The Saga of Erik the VikingThe 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 goalsCollect 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 modelsDesign, 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.  |
| DESIGNTECHNOLOGY | 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 AgeLooking 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 Englandfurther 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 accompanimentListen to “Stomp” Create art straw ‘pipes’ | SingingLearn 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 ImprovisationHow do composers build texture? Listen to contrasting pieces and discuss. Apply to their own work – adding and removing instrument groups | TimbreCarnival of the Animals or Young Person’s guide to the Orchestra – identify instruments; learn their sounds then listen to other pieces to apply learningLearn 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 GamesScoring 4.1 Invaders | GymnasticsLinking4.3 Gym Sequences  | GymnasticsRolls and routines4.2 Dynamic Dance | Net and Wall4.4 Striking and Fielding | Striking and Fielding4.5 Nimble Nets | Athletics |
| R. E. | 3.1 Remembering - Why remember?UC2A.6 Kingdom of God / UC2AIncarnation  | 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 EducationGrowing Up  | Changes Being Me | Money MattersBeing Safe |
| Community Links & Enrichment Opportunities | Remembrance Service Christmas eventsHarvest Festival  | Visit to Yorkshire wildlife park Easter Service World Book Day | Sports DayVisit to Jorvik Yorkshire Water |