

Year Three and Four Curriculum Coverage 2017/18	Hunters & Gatherers	Road Trip to USA	Pirate / Underwater	Computing & Coding	Exning Life
Writing					
Narrative					
Write stories set in places pupils have been.					
Write stories that contain mythical, legendary or historical characters or events.					
Write stories of adventure.					
Write stories of mystery and suspense.					
Write letters.					
Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.					
Non-fiction					
Write instructions.					
Write recounts.					
Write persuasively.					
Write explanations.					
Write non-chronological reports.					
Write formally.					

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Poetry					
Learn by heart and perform a significant poem.					
Write poems that convey an image (simile, word play, rhyme and metaphor).					
Reading					
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.					
Listen to and discuss a wide range of texts.					
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.					
Take part in conversations about books.					
Learn a wide range of poetry by heart.					
Use the school and community libraries.					
Look at classification systems.					
Read and listen to whole books.					

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Communication					
Engage in meaningful discussions in all areas of the curriculum.					
Listen to and learn a wide range of subject specific vocabulary.					
Through reading identify vocabulary that enriches and enlivens stories.					
Speak to small and larger audiences at frequent intervals.					
Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.					
Listen to and tell stories often so as to internalise the structure.					
Debate issues and formulate well-constructed points.					

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Describe position, direction and movement in increasingly precise ways.					
Use and apply measures to increasingly complex contexts.					
Gather, organise and interrogate data.					
Understand the practical value of using algebra.					
Science					
Plants *Yr 3					
Identify and describe functions of different parts of flowering parts.					
Explore the requirements for plants and growth and how they vary					
Investigate the way in which ewater is transported in plants.					
Explore the part that flowers play in the life cycle of flowering plants					
Animals and humans * Yr 3 and Yr 4					
Identify that animals including humans need the right types and amount of nutrition - Yr 3					
Identify that humans and some other animals have skeletons and some other muscles for support, protection and movement. - Yr 3					
Describe the simple functions of the basic parts of the digestive system in humans. Yr 4					
Identify the different types of teeth and their simple functions. Yr 4					
Construct and interpret a variety of food chains, identifying producer's, predators and prey. Yr 4					

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All living things & their habitats * Yr 4					
Recognise that living things can be grouped oin a variety of ways			Yr 4		
Explore and use classification keys			Yr 4		
Recognise environments can change and that this can pose a danger to things.			Yr 4		
Chemistry					
Rocks and fossils * Yr 3					
Compare and group different kinds if rocks.	Yr3				
Describe in simple terms how fossils are formed					
Recognise that soils are made from rocks and organic matter.					
States of matter * Yr 4					
Compare and group materials together according to whether they are solids, liquids or gases.			Yr 4		
Observe that some materials change state when they are heated or cooled.					
Identify the part played by evaporation and condensation as part of the water cycle.					

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Light * Yr 3					
Recognise that they need light in order to see things and that dark is the absence of light.			Yr 3		
Notice that light is reflected from surfaces			Yr 3		
Recognise that the light from the sun can be dangerous.			Yr 3		
Recognise that shadows are formed when the light from a light source is blocked by a solid object.			Yr 3		
Find patterns in the way that the size of shadows change.			Yr 3		
Sound * Yr 4					
Identify how sounds are made		Yr 4			
Recognise that vibrations from sounds travel through a medium to the ear.		Yr 4			
Find patterns between the pitch of a sound and features of an object that produced it.		Yr 4			
Find patterns between the volume of sound and the strength of the vibrations that produced it.		Yr 4			
Recognise that sounds get fainter as the distance from the sound source increases.		Yr 4			
Forces and magnets * Yr 3					
Compare how things move on different surfaces.				Yr 3	
Notice that some forces need contact between two objects but magnetic forces can act at a distance.				Yr 3	

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Observe how magnets attract or repel each other.				Yr 3	
Compare and group together materials on the basis of whether they are attracted to a magnet.				Yr 3	
Describe magnets as having two poles				Yr 3	
Predict whether two magnets will attract or repel each other.				Yr 3	
Working Scientifically					
Across all year groups scientific knowledge and skills should be learned by working scientifically.					
Electricity * Yr 4					
Identify common appliances that run on electricity.				Yr 4	
Construct a simple series electrical circuit, identifying and naming its basic parts.				Yr 4	
Identify whether or not a lamp will light in a simple series circuit.				Yr 4	
Recognise that a switch opens and closes a simple circuit.				Yr 4	
Recognise some common conductors and insulators.				Yr 4	

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Art & Design					
Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.					
Develop and share ideas in a sketchbook and in finished products.					
Improve mastery of techniques.					
Learn about the great artists, architects and designers in history.					
Computing					
Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.					
Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.					
Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.					
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.					
Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.					
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.					

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Design					
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.					
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.					
Make					
Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.					
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.					
Evaluate					
Investigate and analyse a range of existing products.					
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.					
Understand how key events and individuals in design and technology have helped shape the world					
Technical Knowledge					
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.					
Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.					

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.					
Apply their understanding of computing to programme, monitor and control their products.					
Cooking and nutrition					
Understand and apply the principles of a healthy and varied diet.					
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.					
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.					
Geography					
Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.					
Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.					
Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.					
Locate the geographic zones of the world.					
Understand the significance of the geographic zones of the world.					
Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).					

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Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.					
Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.					
Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.					
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.					
Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.					
Use a wide range of geographical sources in order to investigate places and patterns.					
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.					

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History					
Changes in Britain from the Stone Age to the Iron Age.					
Britain's settlement by Anglo Saxons and Scots.					
The Viking and Anglo Saxon struggle for the Kingdom of England.					
A local history study.					
A study of a theme in British history.					
Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.					
Ancient Greece.					
History of interest to pupils.					
Language					
In French - Speak - Read - Write.					
Look at the culture of the countries where the language is spoken.					
If an ancient language is chosen, read, translate and explore the culture of the time.					
Music					
Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.					

Improvise and compose music using the inter-related dimensions of music separately and in combination.					
Listen with attention to detail and recall sounds with increasing aural memory.					
Use and understand the basics of the stave and other musical notations.					
Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.					
Develop an understanding of the history of music.					
Personal Development					
*Discuss and learn techniques to improve in the eight areas of 'success'.					
*Study role models who have achieved success.					