

Year 3/4 Curriculum

Year A

	Term 1 (7weeks 2 days)	Term 2 (7 weeks)	Term 3 (5 weeks 3 days)	Term 4 (7 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Topic	Funny Bones	Wicked Warminster	Savage Stone Age	Rotten Romans	Pen Pals	Art Attack
Literacy	Lead Text - Charlotte's Webb, E B White Stories with familiar settings Persuasion Poetry- shape and calligrams Genres - diary, story, instructions, persuasion,	Lead Text - Antony Browne - Gorilla & Into the Forest Authors and letters Info texts Genres - diary, letter, story	Lead Text - Ug: Boy Genius of the Stone age, Raymond Briggs/ Stig of the Dump Plays Poetry- language play Genres - Non-Chron, story...	Lead Text: Terry Deary? My story range Stories with historical settings Reports Genres - persuasion...	Lead Text - The Suitcase Kid, Jaqueline Wilson Stories which raise issues/dilemmas Genres - diary, letter, story	Lead Text: Stories from other cultures Info texts Poetry- performance Genres -
Maths						
Science	Animals (humans) 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 other animals have skeletons and muscles for support, protection and movement. describe the simple		Materials - changing state compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part		Rocks & Soils 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.	Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows

	<p>functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>			<p>are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p>
History		<p>a local history study - Warminster</p> <p>non-statutory examples:</p> <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant</p>	<p>Changes in Britain from Stone Age to Iron Age</p> <p>This could include:</p> <p>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming,</p>	<p>The Roman Empire and it's impact on Britain</p> <p>This could include:</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of</p>		

		in the locality.	art and culture	Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		
Geography	Human geog	<p>Local study - Warminster 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</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,</p>	Physical Geog	Countries and major cities	<p>human geography, including:</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Compare European and UK city</p>	

		minerals and water				
Art	Sketching - skeletons and body parts	Printing - making buildings Potato printing, string, screen	Weaving - paper and wool	Clay - mosaic tiles		<p>Knowledge of artists/architects /designers</p> <p>Gustav Clinct Metal sculptures</p> <p>Silhouette art?</p>
DT	<p>Cooking & Nutrition</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>			<p>Design and make roman chariot</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design:</u></p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p>Design and make finger puppets (linked to text)</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design:</u></p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</p>	

				<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><u>Evaluate:</u></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><u>Evaluate:</u></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider</p>	
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				<p>improve their work</p> <p><u>Technical knowledge</u></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>apply their understanding of computing to program, monitor and control their products????</p>	<p>the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	
Music	Music Express Y3 - Animal Magic	Music Express Y3 - Play it Again	Music Express Y3 - The Class Orchestra	Music Express Y3 - Dragon Scales	Music Express Y3 - Salt pepper vinegar mustard	<p>History of music</p> <p>Music Express Y3 - Painting with Sound</p>
Computing						
PE						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year B

Topic	Tomb Raiders	The Power Cut	The Culture Club	Terrible Tudors	Killer Plants	Environment
Literacy	<p>Lead text:</p> <p>Adventure and mystery stories</p> <p>Info texts</p>	<p>Lead text: The iron man</p> <p>Stories</p> <p>Instructions</p> <p>Poetry- Creating images</p> <p>Genres - story, persuasion,</p>	<p>Lead text:</p> <p>Dialogue and plays</p> <p>Recount- newspapers and magazines</p>	<p>Lead text:</p> <p>Diary, letters</p> <p>Info texts</p> <p>Poetry- exploring form</p>	<p>Lead text:</p> <p>Stories set in imaginary worlds</p> <p>Explanation</p>	<p>Lead Text - Krindlekrax, Philip Ridley</p> <p>Legends</p> <p>Persuasion</p> <p>Genres - non-chron, story, persuasion</p>
Maths						
Science		<p>Electricity</p> <p>identify common appliances that run on electricity</p> <p>□□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</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>□□recognise that vibrations from sounds travel through a medium to the ear</p> <p>□□find patterns between the pitch of a sound and features of the object that produced it</p> <p>□□find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>□□recognise that sounds get fainter as</p>	<p>Forces & Magnets</p> <p>compare how things move on different surfaces</p> <p>□□notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>□□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</p>	<p>Flowering plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>□ 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</p> <p>□ investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering</p>	<p>Living things and their habitat</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>

		lights in a simple series circuit □□recognise some common conductors and insulators, and associate metals with being good conductors.	the distance from the sound source increases.	□□describe magnets as having two poles □□predict whether two magnets will attract or repel each other, depending on which poles are facing.	plants, including pollination, seed formation and seed dispersal.	
History	Early Civilizations - Egyptians The achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and a depth of study of one of the following: Ancient Egypt			A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 Tudors		
Geography	The World Locating Countries Geog Skills					Geog Skills
Art	Painting - colour mixing		Knowledge of artists/architects /designers Animation or movement	Portraits - painting Tudors, 'take a painting'	Drawing/Sculpture	
DT		Design and make robots with eyes that light up When designing and making, pupils should be taught to:				

		<p><u>Design:</u></p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including</p>				
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		<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate:</u></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical knowledge</u></p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products????</p>				
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Music	Music Express Y4 - Animal Magic	Music Express Y4 - Play it Again	History of music Music Express Y4 - The Class Orchestra	Music Express Y4 - Dragon Scales	Music Express Y4 - Painting with Sound	Music Express Y4 - Salt pepper vinegar mustard
Computing						
PE						