

## Year 3/4 Overview (Cycle A – 2021/2022)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Core Reading Texts</b>	<p><b>Stone Age Boy</b> Satoshi Kitamura</p> <p><b>Stone Girl, Bone Girl</b> Laurence Anholt</p>	<p><b>The Day War Came – Nicola Davies</b></p> <p><b>Christmas advert – Kevin the Carrot (2018)</b></p>	<p><b>The Fantastic flying books of Morris Lessmore. (book and film)</b> W.E. Joyce</p>	<p><b>A walk in the Words</b> Hudson Talbott</p>	<p><b>Marcy and the Riddle of the Sphinx</b> Joe Todd Stanton</p>	<p><b>An Anthology of Intriguing Animals (DK Children's Anthologies)</b> Ben Hoare</p> <p><b>Apes to Zebras: An A-Z of Shape Poems</b> Liz Brownlee and Roger Stevens</p>
<b>Guided Reading Texts</b>	<p><b>Stolen Spear</b> Saviour Pirotta</p> <p><b>Mega Meltdown</b> Jack Tite</p>	<p><b>Oi, Caveboy!</b> Alan MacDonald</p>	<p><b>Great Adventurers</b> Alastair Humphreys</p> <p><b>The Climbers</b> Ali Standish</p>	<p><b>The Same Inside</b> Liz Brownlee, Matt Goodfellow and Roger Stevens</p> <p><b>The Griffin Gate</b> Vashti Hardy</p>	<p><b>Awesome Egyptians – Horrible Histories.</b> Terry Deary.</p> <p><b>The Heart Scarab – Part 1</b> Saviour Pirotta</p>	<p><b>The Heart Scarab - Part 2 &amp; 3</b> Saviour Pirotta</p> <p><b>An Anthology of Intriguing Animals (DK Children's Anthologies)</b> Ben Hoare</p>
<b>Writing</b>	<p><b>Writing to entertain</b> Diary entry – going back in time to the Stone Age.</p> <p><b>Writing to persuade</b> Letter to a museum to take the fossils that have been found.</p>	<p><b>Writing to entertain -poetry –</b> The Day the War Came</p> <p><b>Writing to entertain</b> Describe the setting of the Christmas advert</p>	<p><b>Writing to entertain</b> Write the story of Mr Morris Lessmore</p> <p><b>Writing to entertain</b> Write their own adventure story</p>	<p><b>Writing to entertain – poetry</b> Poem on barriers to accessing words</p> <p><b>Writing to inform</b> Non-chronological report of a European Mediterranean Country</p>	<p><b>Writing to inform</b> Instructions – how to mummify a body.</p> <p><b>Writing to entertain</b> Write an adventure of Marcy visiting another Egyptian God.</p> <p><b>Writing to inform</b> Biography</p>	<p><b>Writing to inform</b> Non-Chronological report - Nile creatures.</p> <p><b>Writing to entertain</b> Shape poetry – rivers</p>

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Mathematics</b>	<p><b>Number and place value</b> (4 weeks)</p> <p><b>Addition and subtraction</b> (2 weeks)</p>	<p><b>Addition and subtraction</b> (3 weeks)</p> <p><b>Multiplication and division</b> (3 weeks)</p> <p>Consolidation/assessment week</p>	<p><b>Multiplication and division</b> (3 weeks)</p> <p><b>Fractions</b> (3 weeks)</p>	<p><b>Fractions</b> (3 weeks)</p> <p><b>Measuring and decimals</b> (2 weeks)</p> <p>Consolidation/assessment week</p>	<p><b>Decimals including money</b> (2 weeks)</p> <p><b>Time</b> (2 weeks)</p> <p><b>Statistics</b> (2 weeks)</p>	<p><b>Multiplication</b> (2 weeks)</p> <p><b>Geometry – properties of shapes, angles</b> (2 weeks)</p> <p><b>Geometry – position and direction</b> (2 weeks)</p>
<b>Science</b>	<p><b>Materials</b> Rocks – compare and group together different kinds of rocks on the basis. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter.</p> <p>Scientist – Mary Anning</p>		<p><b>Electricity</b> Identify appliances that run on electricity. Construct a simple, series 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 inc. switches. Recognise conductors and insulators.</p>		<p><b>Animals &amp; Humans</b> Identify that animals, including humans, need the right types and amount of nutrition (protein, carbohydrates, dairy, fats etc.) and that they cannot make their own food. Digestive system in humans.</p> <p>Skeletons &amp; muscles for support, protection and movement.</p> <p>Links with English and History</p>	
<b>Design Technology</b>	<p>Drawstring bag – natural printing and sewing.</p>		<p>Create a board game with electrical circuits.</p>		<p><b>Food Technology</b> - Ancient Egyptian bread/sweets</p>	
<b>Computing</b>	<p><b>Coding and Computational thinking.</b> Using flowcharts PM3.1</p>		<p><b>Internet and Email</b> Blogging, truth and safety PM3.2 and PM3.5</p>		<p><b>Handling Data. Answering Questions</b> PM3.8</p>	<p><b>Communications and Networks.</b> Simulations PM3.7</p>
<b>History</b>	<p><b>Stone Age to Iron Age Britain</b> Development of communities. Technological advances - tools Discuss and come to conclusion about artefacts. Extinction and causes</p>				<p><b>Ancient Egypt</b> Development of civilisation. Hierarchy of society Technological advances – agriculture, architecture, documenting Discuss and come to conclusion about artefacts.</p>	

Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Geography</b>			<b>World Continents &amp; Oceans</b> Focus study: S. Europe & N. Africa Naming and locating countries in S. Europe and N. Africa (e.g. Morocco, Tunisia, Algeria and Libya). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer. Compare and contrast geographical features and land use.		<b>Rivers</b> Purpose and importance for settlements, comparisons of uses, Support knowledge of continents  <b>Famous Rivers:</b> Nile (Egypt), Amazon (Brazil), Danube (Central Europe), Thames (UK), Ganges (India), Yangtze (China), Mississippi (USA)	
<b>RE</b>	<b>Places of Worship</b> Where do different religions worship? Focussing on Islam, Christianity and Sikhism. Looking into when religions visit their places of worship. Is it important for religions to have a place of worship?		<b>Creation</b> How was the world created? Focussing on the big bang theory, Hinduism and Islam.		<b>How can we make a difference in our world today?</b> Focusing on religious and non-religious aid. Red crescent (Islam), Red Cross, Christian Aid, 5 pillars.	
<b>Art</b>	<b>Colour - Communication</b> From cave paintings to the Renaissance ( <b>Raphael, da Vinci and Michelangelo</b> ) to modern day advertising ( <b>Andy Warhol</b> ) – how the use and purpose of art has changed over time inc. the communication of one's feelings ( <b>Georgia O'Keeffe</b> ). <b>Main artists:</b> Raphael, Leonardo da Vinci, Michelangelo, Andy Warhol, Georgia O'Keeffe		<b>Whole School Artist Study</b>		<b>History Based Art - Form and drawing – Modroc Death masks/Canopic jars</b> Shape, form, model and construct (malleable and rigid materials); aesthetics; scale and proportion	
<b>Music</b>	<b>Film music</b> With a focus on the composer <b>John Williams</b> ; listening and orchestral instruments.		<b>Rap music</b> Linking to English with the important messages conveyed through rap music.			
<b>Drama &amp; Performance</b>			<b>Easter Theatrical Performance</b>			
<b>PSHE</b>	<b>Citizenship Diversity and Communities (DC 3/4)</b> The children will learn about challenging stereotypes and the value of diversity within our school and wider community.	<b>Citizenship Rights, Rules &amp; Responsibilities (RR 3/4)</b> The children will learn about what respect means and making democratic decisions.	<b>Healthy &amp; Safer Lifestyles Managing Safety and Risk (MSR 3/4)</b> The children will learn about what actions to take in an emergency and safety around strangers.	<b>Healthy &amp; Safer Lifestyles Personal Safety (PS 3/4)</b> The children will learn about identifying risky behaviour, early warning signs and online safety.	<b>Healthy &amp; Safer Lifestyles Drug Education (DE 3/4)</b> The children will learn about legal drugs (medicines), immunisations and safety rules around substances.	<b>Healthy &amp; Safer Lifestyles Relationships and Sex Education (RS 3)</b> The children will learn about male and female bodies and how they change as you grow.



# YEAR 3/4 AT THONGSLEY FIELDS

Growing hearts and minds all day, every day.

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Themed Study</b>	Anti-Bullying Week Choose Kindness		World Book Week		Enterprise – whole school theme.	
<b>Sport</b>	TAG Rugby	Netball	Hockey	Tennis	Cricket	Athletics
<b>Indoor PE</b>	Gymnastics Year 4 - Swimming	Skipping Year 4 - Swimming	Yoga Year 4 - Swimming	Fitness Year 4 - Swimming		
<b>Outdoor Learning</b>	Forest School Elder	Burwell House Residential Forest School Elm	Forest School Holly	Forest School Elder	Forest School Elm	Forest School Holly.

Excellence for all - a curriculum to be proud of.

## Year 3/4 Overview (Cycle B – 2022/2023)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Core Reading Texts</b>	<p><b>Roman Tales – A fatal fire</b> by Terry Deary</p> <p><b>Roman Soldiers Handbook</b> Lucia Fabricius Imperiosa</p>	<p><b>Owen and the Soldier</b> Lisa Thompson</p> <p><b>Kevin the Carrot Christmas advert.</b></p>	<p><b>Varmints</b> Helen Ward</p> <p><b>Peculiar Plants</b> Chris Thorogood</p>	<p><b>Lift</b> Dan Santat</p> <p><b>Big Book of Blooms</b> Yuval Zommer and a selection of non-fiction plant books.</p>	<p><b>Arthur and the Golden Rope</b> Joe Todd Stanton</p> <p>Travel videos about Scandinavian Countries</p>	<p><b>How to Train Your Dragon</b> Cressida Cowell (film)</p> <p><b>The Barnabus Project</b> The Fan Brothers</p>
<b>Additional Texts</b>	<p><b>A Visitor’s Guide To Ancient Rome</b> – Usborne</p> <p><b>Roman Tales- The Captive Celt</b> Terry Deary</p>	<p><b>So you think you’ve got it bad? A kid’s life in Ancient Rome</b> – Chae Strathie and Marisa Morea</p> <p><b>I was there Boudica’s Army</b> – Hilary McKay</p>	<p><b>Song of the River</b> Jill Lewis</p> <p><b>The Boy Who Grew Dragons</b> Andy Shepherd</p>	<p><b>Blossom</b> Laura Dockrill</p> <p><b>Trees - The Magic and Mystery of Trees</b> RHS</p>	<p><b>Arthur and the Golden Rope</b> Joe Todd Stanton</p> <p><b>Viking Voyagers</b> Jack Tite</p>	<p><b>How to Train Your Dragon</b> Cressida Cowell</p> <p><b>The Proper Way to Meet a Hedgehog.</b> Paul B Janeczko</p>
<b>Writing</b>	<p><b>Writing to entertain</b> Write a diary entry. (Roman Tales – A fatal fire)</p> <p><b>Writing to instruct</b> Instructions for Roman Soldiers</p>	<p><b>Writing to persuade</b> Letter to persuade council to keep the statue (Owen) Letter to persuade Mr Jones to keep KS2 Playtime.</p> <p><b>Writing to inform</b> Write a newspaper report about key events. (advert)</p>	<p><b>Writing to persuade</b> Speech to the varmints of how to look after the world (Varmints).</p> <p><b>Writing to entertain</b> Setting description – plants/jungles (Peculiar Plants)</p>	<p><b>Writing to inform</b> Non-Chronological reports on plants (Big Book of Blooms)</p> <p><b>Writing to entertain</b> Write a fantasy adventure story (Lift)</p>	<p><b>Writing to persuade</b> Travel guide to Iceland (Arthur and the Golden Rope) - create a brochure and promotional trailer (google expedition)</p> <p><b>Writing to entertain - Poetry</b> – Acrostic – Iceland and Vikings</p>	<p><b>Writing to entertain</b> Opening of the story – design our own islands – write the opening of a fantasy story. (How to train) (PIXL author podcast - map)</p> <p><b>Writing to inform</b> Non-Chronological reports - own pet – diet, habitat, appearance (How to Train)</p> <p><b>Writing to entertain</b> How to poems – How to meet a Viking.</p>
<b>Mathematics</b>	<p><b>Number and place value</b> (4 weeks)</p> <p><b>Addition and subtraction</b> (2 weeks)</p>	<p><b>Addition and subtraction</b> (3 weeks)</p> <p><b>Multiplication and division</b> (3 weeks)</p> <p>Consolidation/assessment week</p>	<p><b>Multiplication and division</b> (3 weeks)</p> <p><b>Time</b> (2 weeks)</p> <p><b>Fractions</b> (3 weeks)</p>	<p><b>Fractions</b> (2 weeks)</p> <p><b>Multiplication and division</b> (3 weeks)</p> <p>Consolidation/assessment week</p>	<p><b>Measuring and decimals</b> (2 weeks)</p> <p><b>Fractions</b> (2 weeks)</p> <p><b>Decimals inc. money</b> (1 week)</p> <p><b>Geometry – properties of shapes</b> (1 week)</p> <p><b>Multiplication and division</b> (1 week)</p>	<p><b>Multiplication and division</b> (1 week)</p> <p><b>Fractions</b> (2 weeks)</p> <p><b>Statistics</b> (2 weeks)</p> <p><b>Geometry – properties of shape</b> (1 week)</p>

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	1	2	1	2	1	2
<b>Science</b>	<p><b>Forces</b> Compare and group materials based on magnetism. Compare how things move on different surfaces. Some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p><b>Focus Scientist – William Gilbert</b> (first scientist to make a magnet)</p>		<p><b>Plants</b> Functions of parts of flowering plants. Requirements for healthy plant life and growth (air, light, water, nutrients from soil and room to grow) Water transport Lifecycles – pollination.</p> <p><b>Focus Scientist – Carl Linnaeus</b> (botanist)</p>	<p><b>Materials</b> Solids, liquids and gases - compare and group. Changing state through heating or cooling. Evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Focus Scientist – Stephanie Kwolek</b> (known for inventing Kevlar)</p>		<p><b>Sound</b> Recognise that vibrations from sounds travel through a medium to the ear. Explore relationships – e.g: pitch and features of source object. Volume of a sound and the strength of the vibrations.</p> <p><b>Focus Scientist – Robert Boyle</b> (sound needs a medium (solid, liquid or gas) to pass through) <b>Alexander Graham Bell</b> –made the first ever telephone call.</p>
<b>Design Technology</b>	<p><b>Levers and pulleys</b> Roman Catapults</p>		<p><b>Food Technology</b> Design a vegetarian or vegan menu.</p>		<p>Shields through the ages - design own shield with focus on strength, cutting, shaping, joining and finishing.</p>	
<b>Computing</b>	<p><b>Internet &amp; email</b> Identity theft, copying and online wellbeing <b>PM4.2</b> Truth and reliability <b>PM4.7</b></p>		<p><b>Coding and Computational thinking</b> Using 'variables' <b>PM4.1</b> Logo <b>PM4.5</b></p>		<p><b>Art and Design</b> Animation <b>PM4.6</b></p>	
<b>History</b>	<p><b>The Roman Empire in Britain</b> Evolution of and hierarchies within society Technological advances that are relevant today Discussions and drawing conclusions about artefacts.</p> <p><b>Famous People:</b> Julius Caesar, Boudicca</p>				<p><b>Anglo-Saxons, Vikings &amp; Normans</b> Development of communities Technological advances and legacies visible today: settlements, land use Discussions and drawing conclusions about artefacts.</p> <p><b>Famous People:</b> Alfred The Great, Odin, Thor, Erik the Red</p>	
<b>Geography</b>			<p><b>The Water Cycle</b> Exploring the states of water and how they transition between the stages of the water cycle. The impact the water cycle has on the environment through physical and human geography. Human impact on the stages and uses of the water cycle.</p>		<p><b>World Continents &amp; Oceans</b> Focus study: N. Europe &amp; Scandinavia Naming and locating countries in Northern Europe (Sweden, Finland, Norway, Denmark, Faroe Islands, Greenland).  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and Arctic Circle.</p>	

Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>RE</b>	<b>Sacred Writings</b> Looking at similarities between sacred writings? Focusing on the Bible and the Torah.		<b>How do we belong in our community?</b> Places of worship Tolerance/acceptance towards others Similarities and differences within faiths		<b>What are the deeper meanings of festivals?</b> Islam - Eid festival; Judaism – Hanukah; Christian – Christmas; Sikh – Diwali	
<b>Art</b>	<b>Identity – Portraits</b> Projection of wealth Celebration of idols Freedom of expression  <b>Focus artists</b> Van Gogh, Warhol, Picasso	<b>Drawing -Roman coins</b> Experiment with the potential of various pencils Identify and draw the effect of light Scale and proportion Accurate drawings of people including proportion, limb placement and facial features work on a variety of scales	<b>Whole School Artist Study</b> See separate plan.		<b>History Based Art - Colour and pattern – Viking Longship collages</b> Colour mixing and matching; tint, tone and shade Explore colour to reflect mood Develop use of different types of brushes techniques- apply colour using dotting, scratching, splashing Explore environmental and manmade patterns Design and make patterns on a range of surfaces and backgrounds	
<b>Music</b>			<b>Famous musicals and singers.</b> Look back in time to people like Judy Garland and popular musicals of today e.g. The Sound of Music, The Wizard of Oz to High School Musical and The Greatest Showman.		<b>Pop culture and popular music</b> Take a look at today's pop culture and popular music. Link to poetry and English. (Explain many musicians use their own lives for inspiration.)	
<b>Drama &amp; Performance</b>			<b>Easter Theatrical Performance</b>			
<b>PSHE</b>	<b>Citizenship Working Together (WT 3/4)</b> The children will learn about effective communication and giving and receiving feedback.	<b>Myself &amp; My Relationships Anti-bullying (AB 3/4)</b> The children will learn about how bullying and falling out differ. Being assertive, the role of bystanders and abuse of power.	<b>Myself &amp; My Relationships My Emotions (ME 3/4)</b> The children will learn about self-respect and mental wellbeing.	<b>Myself &amp; My Relationships Family and Friends (FF 3/4)</b> The children will learn about healthy friendships and personal boundaries.	<b>Healthy &amp; Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</b> The children will learn about how their use of technology may change as the get older and reliability of online sources.	<b>Healthy &amp; Safer Lifestyles Relationships and Sex Education (RS 4)</b> The children will learn about the main stages of the human lifecycle.
<b>Themed Study</b>	<b>Anti-Bullying Week</b> Choose Kindness				<b>Enterprise</b>	
<b>Sport</b>	<b>Netball</b>	<b>TAG Rugby</b>	<b>Hockey</b>	<b>Tennis</b>	<b>Athletics</b>	<b>Cricket</b>
<b>Indoor PE</b>	<b>Dance</b> <b>Swimming (Y4)</b>	<b>Gymnastics</b> <b>Swimming (Y4)</b>	<b>Yoga</b> <b>Year 4 - Swimming</b>	<b>Skipping</b> <b>Year 4 - Swimming</b>		



# YEAR 3/4 AT THONGSLEY FIELDS

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Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Outdoor Learning</b>	Forest School Elder	Burwell House Residential Forest School Elm	Forest School Holly	Forest School Elder	Forest School Elm	Forest School Holly



