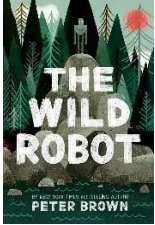

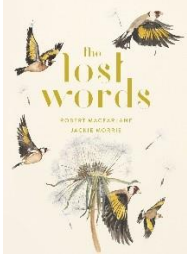
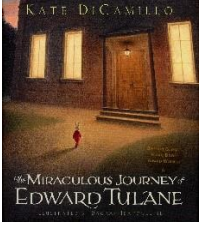


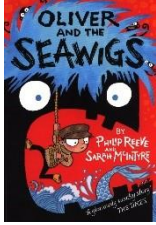
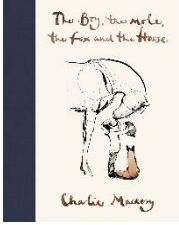


	<p>Autumn Fire and Ice</p> <p>To begin this exciting year, Year 3 children will use the fantastic books, The Wild Robot, One Christmas Wish and The Lost Words to support them in writing narratives, poetry and a playscript. Year 4 will read the historical adventure novel Kasper, Prince of Cats and the picture book The Lost Thing as we study a range of genres to entertain and inform, including a narrative, a journalistic report and persuasive writing. We will also explore a range of poems including haikus, tankas and cinquains.</p> <p>In Topic, the children will be taken on journeys across the world to the Arctic Circle and the Ring of Fire. We will investigate the physical geography of our world, including volcanoes and earthquakes and investigate climate change. In November, we will visit Science Oxford to take part in curriculum-related workshops and enjoy the fascinating theatre shows. In Art, we will explore with a variety of different materials and techniques to create a collage inspired by volcanoes.</p>	<p>Spring Anglo Saxons</p> <p>Year 3 will begin the term by reading The Miraculous Journey of Edward Tulane as they learn about writing narratives and letters, before using Tuesday and Once In a Lifetime to write recounts and non-chronological reports. Year 4 will begin by writing narratives and diaries based on the book The Iron Man and later, writing a synopsis inspired by Flotsam and a narrative with dialogue based on the film clip Piper.</p> <p>The great Roman empire has withdrawn from Britain leaving her shores open for invasion. Would this be a mere bump in the road for her people – or a disastrous descent into chaos? It is here that the children will start their journey through the Anglo-Saxon invasion of Britain. Children will immerse themselves in what life was like in a British settlement, studying Anglo-Saxon art and culture and discovering the great treasures of Sutton-Hoo.</p> <p>Moving through history, we will learn about the Viking invasion and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Art and DT will be influenced by the Anglo-Saxons and Vikings.</p>	<p>Summer Amazing Americas</p> <p>In English this term, Year 3 will explore Oliver and the Seawigs in their writing of persuasive adverts and adventure narratives, followed by The Boy, The Mole, The Fox and The Horse to further develop their narrative writing. They will end the year by studying the poem Registration. Year 4 will enjoy excellent texts including The Last Bear in their study of narratives and non-chronological reports, followed by The Whale to inspire their journalistic report writing. To end the year, they will study the poems Autumn Gilt and The River as part of our poetry learning, using similes and metaphors.</p> <p>Mayas</p> <p>In our topic work, we will consider the geographical similarities and differences between the USA.</p> <p>In Art this term, the children will be developing their sketching and painting skills with artwork influenced by the sea and studying digital art.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit		Visit to Science Oxford		Chiltern Open Air Museum?		
History/ Geog	Geography - Volcanoes, Earthquakes and Climate Change	History - Famous explorers and climate activists	History - Sutton Hoo Influence of the Anglo- Saxons	History - Sutton Hoo - Influence of the Anglo- Saxons	Geography – Case study of a non-European locality History - Mayas	Geography – USA, Rainforests
Core texts Y3		 		 		 <p>Poetry 'Registration' by Allan Ahlberg</p>

	<p>The Wild Robot By Peter Brown</p> <p>Writing to entertain: Narrative & Play script</p>	<p>One Christmas Wish by Katherine Rundell</p> <p>Writing to entertain: Narrative</p> <p>Poetry The Lost Words by Robert Macfarlane Jackie Morris Kennings</p>	<p>The Miraculous Journey of Edward Tulane By Kate Di Camillo</p> <p>Writing to entertain: Narrative</p> <p>Writing to inform: Letter</p>	<p>Tuesday By David Wiesner</p> <p>Writing to inform: Recount</p> <p>Writing to inform: Non Chronological report</p>	<p>Oliver and the Seawigs By Philip Reeve and Sarah McIntyre</p> <p>Writing to persuade: Persuasive Advert</p> <p>Writing to entertain: Adventure narrative</p>	<p>The Horse, The Mole The Fox and The Horse by Charlie Mackesy</p> <p>Writing to entertain: Narrative</p> <p>Poetry 'Registration' by Allan Ahlberg Question and answer poems</p>
Core texts Y4						 <p>Poetry Autumn Gilt / The River by Valerie Bloom</p>
English Y4	<p>Kasper, Prince of Cats by Michael Morpurgo</p> <p>Writing to entertain: Narrative</p>	<p>Lost Thing by Shaun Tan</p> <p>Writing to inform Persuade</p> <p>Poetry</p>	<p>Iron Man by Ted Hughes</p> <p>Writing to entertain Narrative</p> <p>Writing to inform Diary / monologue</p>	<p>Flotsam by David Wiesner</p> <p>Writing to inform: Synopsis</p> <p>Piper by Disney</p>	<p>The Last Bear by Hannah Gold</p> <p>Writing to entertain: Narrative</p> <p>Writing to inform Non chronological report</p>	<p>The Whale by Ethan Murrrow</p> <p>Writing to inform Journalistic report</p> <p>Poetry</p>

	Writing to inform: Journalistic report	Read a range of haikus, tankas and cinquains Cinquains		Writing to entertain: Narrative & Dialogue		Autumn Gilt / The River by Valerie Bloom Simile and metaphor poems
Maths Year 3	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Measurement – Length and Perimeter Fractions	Fractions Time	Geometry Capacity and Mass
Maths Year 4	Number and Place Value Addition and Subtraction	Measurement – Area Multiplication and Division	Multiplication and Division Measurement – Length and ight Investigate and make predictions about reflection, explain why light from the sun can be dangerous and explain how shadows are formed Link to English writing – persuasive advert for sun protection product perimeter	Fractions and Decimals	Decimals, Measurement – Money and Time	Geometry, Properties of Shape, Statistics and Position and Direction
Science Year 3	Rocks and Fossils Identify, investigate and describe the three types of rocks and their properties; describe how fossils are formed and recognise that soils	Forces Identify, describe and investigate the forces acting upon objects and compare how things move on different surfaces. Recognise the difference between contact and non-contact	Animals including humans Understand that humans need nutritious food to survive and grow. Investigate and identify the role played by the	Light Investigate and make predictions about reflection, explain why light from the sun can be dangerous and explain how shadows are formed	Plants Identify and describe the functions of the parts of a flowering plant and explore the requirements for life and growth. Investigate how water is transported within plants and explore the part played by the flower in the life cycle of a plant including pollination, seed formation and seed dispersal.	RSE Describe the differences between male and female animals and understand that making a new life needs a male and a female.

	are made from rocks and organic matter.	forces and observe how magnets attract and repel.	skeleton, bones and muscles in our body.	Link to English writing – persuasive advert for sun protection product	L	
Science Year 4	Electricity Know and name appliances that require electricity to function and construct a series circuit. Know the names of the components in a series circuit (including cells, wires, bulbs, switches and buzzers). Know how to predict and test whether a lamp will light within a circuit and know the function of a switch in a circuit. Know the difference between a conductor and insulator, giving examples of each.	States of Matter Know how to group materials based on their states of matter (liquid, solid, gas). Know about and explore how some materials can change state and know the temperatures of when this happens. Know the part played by evaporation and condensation in the water cycle.	Sound Know how sound is made associating some of them with vibrating. Know how sound travels from a source to our ears. Know the correlation between pitch and the object producing the sound. Know the correlation between the strength of sound and the vibrations that produced it. Know what happens to a sound as it travels away from its source.	Living Things and their Habitats Know how to use classification keys to group, identify and name living things. Know how changes to an environment could endanger living things.	Animals including Humans – the Digestive System Know, identify and name the parts of the digestive system in humans. Know the function of the organs in the human digestive system. Know the different types of teeth that humans have and their functions. Know how to use and construct food chains to identify producers, predators and prey.	RSE Describe the life process of reproduction in some plants and animals Describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age
Computing Year 3	Computing and network systems	Programming 1: Coding with Scratch	Data Handling	Online Safety	Creating Media	Computing systems – Journey inside a computer
Computing Year 4	Online Safety	Programming 1: Scratch	Data Handling	Computing Systems and Networks	Programming 2: Computational thinking	Creating Media
Art	Volcano Collage			Printmaking	Sketching	Sea – Painting/digital art
DT		Cooking	Anglo Saxon – shield			
RE Year 3	How do Hindus express their beliefs about God (part 1)	How do Hindus express their beliefs about God (part 2)	How and why do people worship?	What do our celebrations show about what we think is important in life?	How does what we believe influence the way we should treat the world?	How did Islam begin?

RE Year 4	Islam: What holds Muslim communities together?	Christianity: Why do Christians celebrate important moments in their lives?	Hinduism: Why is pilgrimage important to Hindus? (What is pilgrimage and why do people choose to go on pilgrimage?)	Hinduism: Why is pilgrimage important to Hindus? (How might pilgrims be different after having completed their pilgrimage)	Christianity: Why do Christians celebrate important moments in their lives?	Christianity: Are places of worship really needed?
By the end of lower key stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding and appreciation of a range of composers and the history of music.						
Music Year 3	Ballads	Ten Pieces – In the Hall of the Mountain King	Whole Class instrumental lessons - Caribbean	Jazz	Pentatonic melodies	Traditional instruments and improvisation
Music Year 4	Body and Tuned Percussion - Rainforests	Ten Pieces – In the Hall of the Mountain King	Changes in pitch, tempo and dynamics- Rivers	Whole class instrumental - India	Samba and carnival sounds	Adapting and transposing motifs - Romans
French Year 3	Introducing France Simple greetings Introducing yourself	J'apprends le français Les animaux	Les Fruits Les Jours de la semaine	La chenille qui fait des trous	Les Saisons	Les Glaces
French Year 4	Je me presente	En famille	Le temps	Le Temps (2) Quelle est la date aujourd'hui?	Quelle est la date aujourd'hui ? (2)	Les Glaces
PE Year 3	Tag Rugby Swimming	Swimming Gym	Football Dance	OAA – Problem solving Handball	Striking and Fielding (cricket) Tennis	Athletics Rounders
PE Year 4	Tag Rugby Dance - Cats	Football Gym	Basketball Dance	Handball OAA	Tennis Cricket	Athletics Rounders

PSHE Year 3	<p>Me and My relationships As a rule Looking after our special people How can we solve this problem? Thunks</p> <p>To find a solution to a problem- Two monsters Use strategies to help someone who feels different- The Huey's new jumper</p>	<p>Valuing Difference Respect and challenge Family and friends My community Let's celebrate our differences Zeb</p> <p>To be welcoming- Begu</p>	<p>Keeping Safe Safe or unsafe? Danger or risk? The Risk robot Super searcher Help or harm? Alcohol and digarettes: the facts</p>	<p>Rights and respect Helping each other to stay safe Our helpful volunteers Can Harold afford it? Earning money Harold's environment project</p> <p>To understand what discrimination means- This is our house</p>	<p>Being my best Derek cooks dinner (healthy eating) Poorly Harold For or against? I am fantastic! Top talents BBC Bitesize Jobs and contributing https://www.bbc.co.uk/bitesize/articles/zrkthcw#zifpp4j</p>	<p>Growing and changing Relationship tree Body Space None of your buisness! Secret or surprise</p> <p>Teaching SRE with Confidence Lesson 1 Body differences Lesson 2 Personal Space Lesson 3 Help and Support</p> <p>To understand how difference can affect someone- Oliver</p>
PSHE Year 4	<p>Me and my relationships Ok or not Ok (1) Ok or not Ok (2) When feelings change An email from Harold Different feelings When feelings change Under pressure</p>	<p>Valuing Difference Can you sort it? Islands Friend or acquaintance That is such a stereotype The people we share our world with</p> <p>Why do people get married? King and King.</p>	<p>Keeping Safe How dare you! Keeping ourselves safe Raisin challenge 2 Picturewise Medicines: Check the label</p> <p>Overcoming language barriers – The way back home.</p>	<p>Rights and respect Who helps us keep healthy and safe? How do we make a difference? In the News Safety in numbers Why pay taxes?</p> <p>To know when to be assertive – Dogs don't do ballet.</p>	<p>Being my best What makes me ME! Making Choices SCARF hotel Harold's 7 Rs My school community</p> <p>To be who you want to be – The Red Crayon story.</p>	<p>Growing and changing My feelings are all over the place! Secret or surprise Together Moving House</p> <p>To ask questions – The Flower.</p> <p>Teaching SRE with Confidence Lesson 1 Changes Lesson 2 What is Puberty? Lesson 3 Healthy Relationships</p>