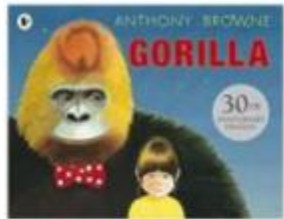
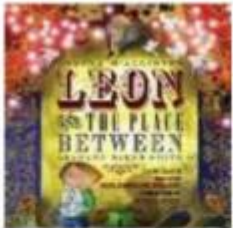
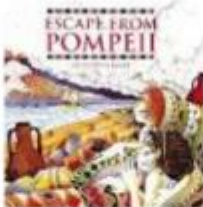


Year 3 and 4	 Focus: Fantasy story	 Focus: Recounts and diary Poetry- The Lost Property Office	 Focus: Historical narratives	 Focus: Adventure story Poetry- Windrush Child	 Focus: Non-chronological report	 Focus: Explanation texts Poetry- Haiku
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Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Gorilla Fiction-	Leon and the Place Between Recount	Escape from Pompeii Historical narrative	When the Giant Stirred Fiction Adventure	Where the Forest Meets the Sea Non Chronological Report	Blue John Explanation
Writing outcome	Writing outcome: To write a narrative based on the story of 'Gorilla'	Writing outcome: To write Leon's secret diary	Writing outcome: To write the story from the point of view of one of the children	Writing outcome: To write their own version of the story	Writing outcome: To write an information board	Writing outcome: To write an explanation about cave formation including diagrams
SCIENCE	Opposites Attract Forces and magnets	Teeth and Eating Digestion and food	Materials States of Matter	Light and shadows	Living Things Classification and Changing Habitats	
Science End Points	To explore contact and non – contact forces including friction, magnetism and their effects.	To explore the role of the digestive system and compare teeth and diets of different animals as part of a food chain	To explore states of matter and changes of state	To explore the link between light and darkness observing reflections and investigate different factors that affect shadows	To group and classify living things and explore habitats changes	

Curriculum Objectives	Examples of contact and non-contact forces. Some forces are a result of contact between two surfaces but some forces can act at a distance (e.g. magnetism). Magnets have a north and south pole. Some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other. Some different examples of magnets, including bar, horseshoe, button and ring. Some uses of magnets. Friction is a contact force that acts between two surfaces to slow an object down. Magnetism is a non-contact force that affects objects containing magnetic metal.	The main organs of the human digestive system are the mouth, teeth, tongue, oesophagus, stomach, small and large intestines and each has a different function. The different types of human teeth are incisors, canines, premolars and molars and each has a different function. Teeth can be damaged by sugary and acidic food, for example. It is important to brush teeth twice a day, make good food choices and visit the dentist regularly. The teeth of carnivores and herbivores are different for a reason.	All substances around us can exist as solids, liquids and gases. A property of a solid is that it keeps its shape unless a force is applied to it. A property of a liquid is that it can flow freely and take on the shape of a container. A property of a gas is that it does not have a fixed shape and can escape from an unsealed container. Heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating). Cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing). Water can exist as a solid, a liquid or a gas. The melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius. Water flows around the world in a continuous	Light travels from a source (e.g. the Sun, light bulbs and torches). Light is needed to see things and that dark is the absence of light. Light from the Sun can be dangerous and how to protect their eyes. All materials reflect light. Shadows form when the light from a light source is blocked by an opaque object. Shadows change as a result of changing the position of the light source and changing the distances between the light source, object and surface. Shadows change position and length throughout the day as the Sun changes position in the sky. Science in action To know:	Living things can be grouped in different ways. A classification key can be used to group and identify plants and animals. Vertebrates are animals that have a backbone and invertebrates are animals that do not have a backbone. Plants can be grouped into flowering or non-flowering varieties. Flowering plants include grasses and non-flowering plants include ferns and mosses. There are five main vertebrate groups: birds, mammals, reptiles, amphibians and fish. Invertebrate groups include snails, slugs, worms, spiders and insects. Habitats can change throughout the year, which can be dangerous for living things. Humans can have both a positive and negative impact on the environment.

	The opposite poles of a magnet attract one another and like poles repel one another. Rougher surfaces have more friction between them than smoother surfaces. The strength of different magnets may vary.	Predators hunt for their food and prey are the animals being hunted. Producers make their own food. Food chains begin with a producer, followed by consumers and arrows to show the energy passed on. Science in action To know: Famous scientists throughout history. There are a range of jobs and careers that use scientific knowledge and methods. There is work taking place by modern-day scientists. There are spiritual, moral, social and cultural links with science. There are different methods and equipment used by scientists throughout history and these have led to modern methods. Scientific knowledge has changed over time, leading	process called the water cycle. In the water cycle, evaporation is when bodies of water are heated and turn into water vapour. In the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation. The rate of evaporation increases as the temperature rises.	Famous scientists throughout history. A range of jobs and careers use scientific knowledge and methods. There are spiritual, moral, social and cultural links with Science. Methods and equipment used by scientists throughout history and how these have led to modern methods. Scientific knowledge has changed over time, leading to the current understanding of Science. Collaboration and peer reviewing are essential for effective scientific progress.	
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		to the current understanding of science.				
Working Scientifically						
HISTORY		How Have Children's Lives Changed?	Romans			Egyptians
History End Points		To examine how children's lives have changed over time by investigating leisure, health and work in the past	To explore Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded.			To investigate Ancient Egyptian beliefs and the role of religion in every day life as well as examining evidence including mummies, pyramids and the Book of the Dead.
Curriculum objectives	To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).		To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.' To know that AD is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born		To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that change can be brought about by advancements in trade. To know that significant archaeological findings are those which change how we see the past.	

	To know that advancements in science and technology can be the cause of change.	To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.	To know that archaeological evidence can be used to find out about the past.
	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	To know that change can be brought about by advancements in materials.	To know that we can make inferences and deductions using images from the past.
	To know that we can make inferences and deductions using images from the past.	To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
	To know that assumptions made by historians can change in the light of new evidence.	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	To know that assumptions made by historians can change in the light of new evidence.
	To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.	To know that archaeological evidence can be used to find out about the past.	To understand that societal hierarchies and structures existed including aristocracy and peasantry.
	To know that education existed in some cultures, times and groups.	To know that we can make inferences and deductions using images from the past.	To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
		To understand the expansion of empires and how they were controlled across a large empire.	To understand that there are different beliefs in different cultures, times and groups.

		To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To understand how invaders and settlers influence the culture of the existing population.	To compare the beliefs in different cultures, times and groups. To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.
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		To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To understand that trade began as the exchange of goods. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trade develops in different times and ways in different civilisations To understand that the traders were the rich members of society. To understand that there are different beliefs in different cultures, times and groups. To be able to identify achievements and inventions that still influence our lives today from Roman times.	
History enquiry skills	Develop research skills by identifying and selecting relevant sources and information to answer and ask historical questions Explore how historical events have been represented in different sources and how discuss how this might affect our understanding Compare different sources to learn about a specific period in history Ask historically valid questions and find answers using resources Investigate how historical sources can provide different perspectives on the same event or periods Analyse and interpret primary sources		

GEOGRAPHY	Where Does Our Food Come From?			Volcanoes	Why are the Rainforests Important to us?	
Geography End Points	To explore global trade and food production by mapping the world’s biomes and tracing where food imports come from			To investigate the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed.	To examine the relationship between biomes and climate by locating the Amazon rainforest and investigating its physical features and vegetation.	
Curriculum objectives	To know where North and South America are on a world map. To know that climate zones are areas of the world with similar climates. To know the world’s different climate zones. To know that biomes are areas of the world with similar climates, vegetation and animals. To know the world’s biomes. To know vegetation belts are areas of the world which are home to similar plant species.	To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world’s most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use. To know some types of settlement. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world’s most significant rivers. To know that climate zones are areas of the world with similar climates. To know the world’s biomes. To know vegetation belts are areas of the world which are home to similar plant species.			

	To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climates can influence the foods able to grow.	To know the different types of settlement. To know that a natural resource is something that people can use which comes from the natural environment. To recognise world maps as a flattened globe. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	To know the name of some counties in the UK (local to your school). To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
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	To know that a natural resource is something that people can use which comes from the natural environment. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. To know that grid references help us locate a particular square on a map.		To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know the world's different climate zones. To know that climates can influence the foods able to grow. To know the main types of land use. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing
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			projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data.
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Geography Fieldwork and Skills Ask and answer more complex Geographical questions about locations User a range of Geographical resources to support answers Interpret simple Geographical data Begin to form more complicated Geographical questions to answer Begin to use a range of sources, research and field work to answer questions Begin to interpret and scrutinise Geographical data they have collected to reach conclusions			
DESIGN and TECHNOLOGY	Food- Adapting a Recipe		Textiles- Cushions
D&T End Points	To learn a basic biscuit recipe and adapt it for a new audience while considering the cost of the ingredients and other expenses against a set budget.		To learn how to cross-stitch and applique when designing and making a cushion
Curriculum objectives	The amount of an ingredient in a recipe is known as the 'quantity'. Safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. The importance of budgeting while planning ingredients for a recipe.		Appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric. When two edges of fabric have been joined together, it is called a seam. It is important to leave space on the fabric for the seam.
			Electrical-Mindful Timers
			To research, design and prototype a Mirco:bit Tumer To understand what variables are in programming. To know some of the features of a micro:bit. To know that an algorithm is a set of instructions to be followed by the computer

	Products often have a target audience.			Some products are turned inside out after sewing so the stitching is hidden.		To know that it is important to check code for errors (bugs). To know that a simulator can be used as a way of checking code works before installing it onto an electronic device. To understand the terms 'ergonomic' and 'aesthetic'. To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials. To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users.
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ART		Painting- Light and Dark	Drawing- Developing Drawing Skills		Craft- Fabrics of Nature	
Art End Points		To develop their colour-mixing skills. Use shade and tints to show form and create three dimensions in their painting.	To develop their shading skills and drawing techniques to create botanical inspired digital drawings.		To use the flora and fauna of tropical rainforest as a starting point and develop drawing through experimentation and textile based techniques to design a repeating pattern suitable for fabric.	
Curriculum objectives	To develop their colour- mixing skills Making skills (formal elements): Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Texture: Complex marks can represent the textures and qualities of different surfaces. Tone: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. Making skills: How to mix a tint and a shade by adding black or white.		Making skills: Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. Recognise more organic shapes within objects. Attempt to draw 3D forms using line and shape. Place tonal shading by experimenting and recognising how it can help to show that a shape has form. Sketch out an idea or composition using short, fast, light strokes and 2D shapes. Making skills – Formal elements: Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).		Making skills (formal elements): Shape: How to use basic shapes to form more complex shapes and patterns. Pattern: Patterns can be irregular and change in ways you wouldn't expect. Texture: Complex marks can represent the textures and qualities of different surfaces. Making skills: To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings.	

	How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials. Evaluating and analysing: Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work. Use shadow and tint to show form and create three dimensions in their paintings.	Line: Combining more complex lines and marks can represent texture, tones and patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading creates different tones in artwork by changing the applied pressure. Tone: Shading helps make drawn objects look realistic by giving them form (dimension). Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose.	How to draw small sections of one image to focus on colours and texture. How to develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece. Knowledge of artists: Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them.
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			People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.		Artists use drawing to plan ideas for work in different media. Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created Artists evaluate what they make, and talking about art is one way to do this.	
MUSIC:		Looping and remixing	Adapting and Transposing Motifs- Romans		Body and tuned percussion- Rainforest	
Music End Points		learn about how dance music is created, focusing particularly on the use of loops.	Draw upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs		explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	
Curriculum objectives	=	To know that dance music is usually produced using electronic percussions sounds and recordings of the music are played by DJs in clubs or at festivals	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).		To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	

		To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.		To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	
COMPUTING: Year 3	Programming Scratch		Online safety	Creating Media-Video Trailers		Data handling- Comparison Cards
Computing End points	To investigate programming through Scratch by creating animations and learning key coding concepts		to further explore online safety including the difference between beliefs, opinions and facts, privacy settings, protecting personal information and responding to upsetting online content.	To develop digital video skills through creating trailers that use special effects, transitions and editing techniques		To explore the concepts of sorting and filtering by learning about records, fields and data
Curriculum objectives	Decomposition is the process of breaking down a task or problem into smaller parts. Breaking down a problem into smaller parts makes it easier to solve.		That not everything on the internet is true: people share facts, beliefs and opinions online. The internet can affect people's moods and feelings. Privacy settings limit who can access important personal information, such as names, ages, gender etc.	To know that different types of camera shots can make my photos of videos look more effective To know that I can edit photos and videos using film editing software.		A database is a collection of data stored in a logical, structured and orderly manner. Computer databases can be useful for sorting and filtering data. Different visual representations of data

			What social media is and that age restrictions apply.	To understand that I can add transitions and text to my video		can be made on a computer.
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