



Curriculum Long Term Overview
Year 3 and Year 4

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

School Values ([website](#))

Togetherness	Respect	Resilience	Ambition	Pride
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British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
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2020/2021 – Rotation A

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Chariot Champions (10 Weeks) <i>What did the Romans do for me?</i> Inspire Knowledge and skills Community		Extreme Earth (9 Weeks) <i>Why does the ground move?</i> Enrichment Challenge	Raiders and Traders (10 Weeks) Why was Britain invaded...again? Inspire Knowledge and skills Challenge		Countries and Capitals (10 Weeks) <i>How has Europe changed?</i> Community Enrichment Aspiration Knowledge and skills
History / Geography	Key themes: <ul style="list-style-type: none"> Who are the Romans? Why did the Romans invade Britain? The Roman Army Boudicca's rebellion What impact have the Romans had on our lives? History: Year 3: <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. I can research in order to find similarities and differences between two 	Key themes: <ul style="list-style-type: none"> How are volcanoes formed? Where can we find volcanoes? What happened to Pompeii in AD79 What is an earthquake? Where do earthquakes happen? What extreme events do we experience in the UK? Data collection and comparisons – rainfall/ temp 	Key themes: <ul style="list-style-type: none"> Who are the Anglo-Saxons? When did they invade Britain? Why did they invade Britain? What was life like in Anglo-Saxon Britain? History: Year 3: <ul style="list-style-type: none"> I can describe events from the past using dates when things happened (in all). I can use a timeline within a specific period of history to set out the 	Key themes: <ul style="list-style-type: none"> Where are we on a Map? Who are our neighbours? How has Europe changed in the last 50 years? Which countries make up the EU? What is the EU? What was Brexit? History: Year 3: <ul style="list-style-type: none"> I can use a timeline within a specific period of history to set out the order that things may have happened. Year 4:		

	<p>or more periods of history.</p> <ul style="list-style-type: none"> I can explain some of the times when Britain has been invaded. <p>Year 4:</p> <ul style="list-style-type: none"> I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how an event from the past has shaped our life today. I can explain how historic items and artefacts can be used to build up a picture of life in the past. <p>Geography:</p> <ul style="list-style-type: none"> Year 3: I can name and locate the capital cities of neighbouring European countries. <p>Year 4:</p> <ul style="list-style-type: none"> I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.) 	<p>History:</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. <p>Year 4:</p> <ul style="list-style-type: none"> I can research two versions of an event and explain how they differ. <p>Geography:</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. I can describe how earthquakes are created. <p>Year 4:</p> <ul style="list-style-type: none"> I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). 	<p>order that things may have happened.</p> <ul style="list-style-type: none"> I can explain some of the times when Britain has been invaded. <p>Year 4:</p> <ul style="list-style-type: none"> I can plot events on a timeline using centuries. I can research two versions of an event and explain how they differ. I can explain how historic items and artefacts can be used to build up a picture of life in the past. 	<ul style="list-style-type: none"> I can explain how an event from the past has shaped our lives today (Brexit). <p>Geography:</p> <ul style="list-style-type: none"> Year 3: I can name a number of countries in the northern hemisphere. I can name and locate the capital cities of neighbouring European countries. <p>Year 4:</p> <ul style="list-style-type: none"> I know the countries that make up the European union. I can locate the tropic of Cancer and the tropic of Capricorn. I can carry out research to discover features of villages, towns and cities.
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<p>Science <u>WORKING</u> <u>SCIENTIFICALLY:</u></p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, 	<p style="text-align: center;">Light</p> <ul style="list-style-type: none"> • I can describe what dark is (the absence of light). • I can explain that light is needed in order to see. • I can explain that light is reflected from a surface. • I can explain and demonstrate how a shadow is formed. • I can explore shadow and size and explain. • I can explain the danger of direct sunlight and describe how to keep protected. 	<p style="text-align: center;">Forces and Magnets</p> <ul style="list-style-type: none"> • I can explore and describe how objects move on different surfaces. • I can explain how some forces require contact and some do not, giving examples. • I can explore and explain how objects attract and repel in relation to objects and other magnets. • I can predict whether objects will be magnetic and carry out an enquiry to test this out. • I can describe how magnets work. • I can predict whether magnets will attract or repel and give reason. 	<p style="text-align: center;">Electricity</p> <ul style="list-style-type: none"> • I can identify and name appliances that require electricity to function. • I can construct a series circuit • I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). • I can draw a circuit diagram. • I can predict and test whether a lamp will light within a circuit. • I can describe the function of a switch in a circuit. • I can describe the difference between a conductor and insulators: giving examples of each. 	<p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> • I can describe the function of different parts of flowering plants and trees. • I can explore and describe the needs of different plants for survival. • I can explore and describe how water is transported within plants. • I can describe the plant life cycle, especially the importance of flowers.
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<p>classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none">• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise				
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<p>further questions</p> <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 				
<p>Art</p>	<p>Roman Mosaic Tiles:</p> <p>Chn are to look at old Roman mosaics and complete sketches of one. Chn will experiment with patterns and colours to create their own tile. Printing as part of the design process for our finished tiles. Chn will sculpt their finished product out of clay.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use sketches to produce a final piece of art. 	<p>Drawing Pyroclastic Flow</p> <p>Year 3: I can use different grades of pencil to shade and to show different tones and textures.</p> <p>Year 4:</p> <ul style="list-style-type: none"> I can use line, tone, shape and colour to represent figure and forms in movement. 	<p>Drawing Anglo-Saxon Artefacts:</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures. <p>Year 4:</p> <ul style="list-style-type: none"> I can use mark and lines to show texture in my art. 	<p>Portraits:</p> <p>Building upon portrait skills from this year – look at Andy Warhol vs Da Vinci vs Picasso.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can show facial expressions in my art. I can use different grades of pencil to shade and to show different tones and textures. I can create a background using a wash.

	<ul style="list-style-type: none"> • I can recognise when art is from different cultures. • I can recognise when art is from different historical periods. <p>Year 4:</p> <ul style="list-style-type: none"> • I can show reflections in my art. • I can print onto different materials using at least four colours. • I can sculpt clay and other mouldable materials. • I can explain some of the features of art from historical periods. 			<ul style="list-style-type: none"> • I can use a range of brushes to create different effects in painting. • I can compare the work of different artists. <p>Year 4:</p> <ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use mark and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can experiment with the styles used by other artists.
Design Tech	<p>Periscopes: (link to science)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. <p>Year 4:</p> <ul style="list-style-type: none"> • I can produce a plan and explain it. 	<p>Earthquake-proof buildings: (With an alarm system)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. • I can select the most appropriate tools and techniques for a given task. 	<p>Anglo-Saxon Purses:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a textile for both its suitability and its appearance. 	<p>European food afternoon:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can follow a step-by-step plan, choosing the right equipment and materials. • I can describe how food ingredients come together. <p>Year 4:</p> <ul style="list-style-type: none"> • I can measure accurately.

		<ul style="list-style-type: none"> • I can work accurately to measure, make cuts and make holes. • I can make a product which uses both electrical and mechanical components. <p>Year 4:</p> <ul style="list-style-type: none"> • I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can explain how I have improved my original design. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work. 	<ul style="list-style-type: none"> • I can work accurately to measure, make cuts and make holes. <p>Year 4:</p> <ul style="list-style-type: none"> • I can evaluate products for both their purpose and appearance. • I can present a product in an interesting way. • I can evaluate and suggest improvements for my designs. • I can measure accurately. 	<ul style="list-style-type: none"> • I know how to be both hygienic and safe when using food.
Computing	<p>Software Developers</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can design a sequence of instructions, including directional instructions. 	<p>Musicians</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can design and create content. <p>Year 4:</p>	<p>HTML editors</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I understand what computer networks do and how they provide multiple services. 	<p>Meteorologists</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can work with various forms of input. • I can work with various forms of output.

	<ul style="list-style-type: none"> • I can use a range of software for similar purposes. <p>Year 4:</p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can de-bug a program. • I can select and use software to accomplish given goals. <p style="text-align: center;">Toy Designers</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can write programmes that accomplish specific goals. • I can work with various forms of input. • I can work with various forms of output. <p>Year 4:</p> <ul style="list-style-type: none"> • I can de-bug a program. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen. 	<ul style="list-style-type: none"> • I can experiment with variables to control models. • I can select and use software to accomplish given goals. • I can produce and upload a podcast. 	<ul style="list-style-type: none"> • I can use technology respectfully and responsibly. • I can present information. • I can design and create content. <p>Year 4:</p> <ul style="list-style-type: none"> • I can recognise acceptable and unacceptable behaviour using technology. • I can select software to accomplish given goals. <p style="text-align: center;">Co-authors</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can search for information on the web in different ways. • I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. <p>Year 4:</p> <ul style="list-style-type: none"> • I can collect and present data. • I recognise acceptable and unacceptable 	<ul style="list-style-type: none"> • I can collect information. • I can present information. <p>Year 4:</p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can collect and present data.
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				behaviour using technology.		
E-safety Unit (Y4 Topics). Throughout:	Introduction and rules.	Private and personal information		Power of words	Whose is it, anyway?	
	Rings of responsibility	The key of key words				
E-Safety objectives taught throughout						
Year 3:						
<ul style="list-style-type: none"> • I can use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value. 						
Year 4:						
<ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 						
Religious Ed	Creation L2.1: What do Christians learn from the creating story?	Badah L2.9: How do festivals and worship show what matters to a muslim?	Gospel L2.4: What kind of world did Jesus want?	God and the Torah L2.10: How do old festivals and family life show what matters to Jewish people?	People/God L2.2: What is it like for someone to follow God?	Brahman/Atman L2.7: What do Hindus believe God is like?
SMSC	(Year 3) Healthy relationships <ul style="list-style-type: none"> • I can understand boundaries and appropriate ones in friendships with peers and others. • I can acknowledge that my body belongs to me. • I can explain that most friendships have ups and downs, and that these can 	(Year 3) Hazards in the home <ul style="list-style-type: none"> • I can identify hazards in the home. • I can understand how to be road safe. • I can show basic first aid skills. • I can understand how to be canal/river safe. 	(Year 3) Keeping safe online <ul style="list-style-type: none"> • I can recognise what games are safe and appropriate for my age. • I can recognise what films and TV shows are safe and appropriate for my age. (Year 4) Safe Home	(Year 3) Where does food come from? <ul style="list-style-type: none"> • I can explain where various foods come from across the world. • I can understand that economic choices affect individual communities. (Year 4) Current affairs		

	<p>often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <ul style="list-style-type: none"> I can explain practical steps that I can take in a range of different contexts to improve or support respectful relationships. <p>(Year 4) Respect</p> <ul style="list-style-type: none"> I can understand the importance of self-respect and how this links to my own happiness. I can explain the characteristics of friendships, including mutual respect. I can explain how important friendships are in making us feel happy and secure and how people choose and make friends. . 	<ul style="list-style-type: none"> I can explain who and how to contact the emergency services. 	<ul style="list-style-type: none"> I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> I can understand there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. 		
PE	Football/Hockey Year 3 <ul style="list-style-type: none"> <u>I am aware of space</u> and use it to support teammates and to cause problems 	Netball/Basketball Year 3 <ul style="list-style-type: none"> I can throw and catch with control 	Gymnastics Year 3 <ul style="list-style-type: none"> I can adapt sequences to suit different types of 	Dance Year 3 <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement 	Athletics Year 3 <ul style="list-style-type: none"> I can run at fast, medium and slow speeds; changing 	Striking and Fielding Games – Cricket Year 3 <ul style="list-style-type: none"> I can throw and catch with control

	<p>for the opposition</p> <ul style="list-style-type: none"> I know and use rules fairly <p>Year 4</p> <ul style="list-style-type: none"> I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game I can hit a ball accurately with control <p>Swimming (Y4) - by the end of KS2</p> <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres . I can use a range of strokes effectively [for example, front 	<ul style="list-style-type: none"> <u>I am aware of space and use it to support team-mates</u> and to cause problems for the opposition I know and use rules fairly <p>Year 4</p> <ul style="list-style-type: none"> I can throw and catch accurately I can catch with one hand I can vary tactics and adapt skills depending on what is happening in a game <p>Swimming (Y4) as Aut 1</p>	<p>apparatus and criteria</p> <ul style="list-style-type: none"> I can explain how strength and suppleness affect performance I can compare and contrast gymnastic sequences <p>Year 4</p> <ul style="list-style-type: none"> I can work in a controlled way I can include change of speed and direction I can include a range of shapes I can work with a partner to create, repeat and improve a sequence 	<ul style="list-style-type: none"> I can share and create phrases with a partner and small group I can repeat, remember and perform phrases <p>Year 4</p> <ul style="list-style-type: none"> I can take the lead when working with a partner or group I can use dance to communicate an idea 	<p>speed and direction</p> <ul style="list-style-type: none"> I can take part in a relay, remembering when to run and what to do <p>Year 4</p> <ul style="list-style-type: none"> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways <p>O&A/Bell Boating Year 3</p> <ul style="list-style-type: none"> I can follow a map in a familiar context I can use clues to follow a route 	<ul style="list-style-type: none"> I know and use rules fairly <u>I am aware of space and use it to support team-mates</u> and to cause problems for the opposition <p>Year 4</p> <ul style="list-style-type: none"> I can hit a ball accurately with control I can throw and catch accurately I can catch with one hand I can vary tactics and adapt skills depending on what is happening in a game
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	<p>crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations.</p>				<ul style="list-style-type: none"> I can follow a route safely <p>Year 4</p> <ul style="list-style-type: none"> I can follow a map in a (more demanding) familiar context I can follow a route within a time limit 	
<p>Music</p>	<p>Y3: In the past</p> <ul style="list-style-type: none"> I can combine different sounds to create a specific mood or feeling. I can recognise the work of at least one famous composer. <p>Y4: In the past</p> <ul style="list-style-type: none"> I can identify and describe the different purposes of music. I can explain why silence is often needed in music and explain what effect it has. I can perform a simple part rhythmically. 	<p>Y3: Environment</p> <ul style="list-style-type: none"> I can sing a tune with expression. I can use different elements in my composition. I can compose melodies and sing songs. I can improve my work; explaining how it has been improved. <p>Y4: Environment</p> <ul style="list-style-type: none"> I can identify the character in a piece of music. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. 	<p>Y3: Time</p> <ul style="list-style-type: none"> I can use musical words to describe a piece of music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. I can improve my work; explaining how it has been improved. I can play clear notes on an instrument. <p>Y4: Time</p>	<p>Y3: Sounds</p> <ul style="list-style-type: none"> I can create repeated patterns with different instruments. I can use different elements in my composition. I can sing a tune with expression. I can recognise the work of at least one famous composer. <p>Y4: Sounds</p> <ul style="list-style-type: none"> I can sing songs from memory with accurate pitch. I can explain why silence is often needed in music and explain what effect it has. I can identify and describe the different purposes of music. 		

	<ul style="list-style-type: none"> I can use notation to record compositions in a small group or on my own. 		<ul style="list-style-type: none"> I can begin to identify the style of work of Beethoven, Mozart and Elgar. I can identify and describe the different purposes of music. I can perform a part rhythmically. 	
French	<p style="text-align: center;">Moi (All about me)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can join in with songs and rhymes. I can respond to a simple command. I can ask a question. I can name people. I can use set phrases. I can choose the right word to complete a phrase. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe people. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. 	<p style="text-align: center;">Jeux et chansons (Games and songs)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can answer with a single word. I can answer with a short phrase. I can read and understand single words. I can copy a simple word or phrase. <p>Year 4:</p> <ul style="list-style-type: none"> I am starting to speak in sentences. I can read and understand a short passage using familiar language. I can write phrases from memory. 	<p style="text-align: center;">On fait la fête (Celebrations)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use set phrases. I can choose the right word to complete a short sentence. I can read and understand single words. I can label a picture. <p>Year 4:</p> <ul style="list-style-type: none"> I can give a response using a short phrase. I can explain the main points in a short passage. I can write 2-3 sentences on a familiar topic. 	<p style="text-align: center;">Portraits</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use set phrases. I can choose the right word to complete a short sentence. I can read and understand short phrases. I can use simple dictionaries to find the meaning of words. I can label a picture. <p>Year 4:</p> <ul style="list-style-type: none"> I can have a short conversation saying 3-4 things. I can name and describe people. I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words.

				<ul style="list-style-type: none"> I can say what I like/dislike about a familiar topic.
English genres	<p>Fiction: Adventure text (narrative)</p> <p>Text: Empire's End – A Roman Story By Leila Rasheed</p> <p>Non-fiction: Instructions (How to be a Roman Soldier)</p> <p>Text: Roman Soldiers Handbook By Lesley Sims</p>	<p>Fiction: Writing a legend</p> <p>Text: When the Giant Stirred By Celia Godkin</p> <p>Poetry: Haikus Creating (and performing) their own Volcano/ earthquake haiku poems. Performance Poems</p>	<p>Fiction: Adventure and Suspense (narrative)</p> <p>Text: The Buried Crown By Ally Sherrick</p> <p>Non-fiction: Diary recount</p> <p>Text: Anglo-Saxon Boy By Tony Bradman</p>	<p>Fiction: Setting Description (link to other cultures/festivals).</p> <p>Day of the Dead https://www.literacysshed.com/day-of-the-dead.html</p> <p>(Children write about and describe what it is like in other countries).</p> <p>Non-fiction: Non-chronological reports</p> <p>Text: Atlas of Adventures, Wonders of the World By Ben Handicott</p>
Reading/Phonics	<p>Texts: Empire's End How to be a Roman Soldier</p> <p>Reading Gems: Define, summarise, predict, compare, relate</p>	<p>Texts: Survivors Selection of poems – The Lost words.</p> <p>Reading Gems: Retrieve, Infer, explore, summarise, predict</p>	<p>Texts: Beowulf Men, Women and Children in Anglo-Saxon Times</p> <p>Reading Gems: Define, summarise, predict, compare, relate</p>	<p>Texts: Town is by the Sea Selection of poems – Spaced Out.</p> <p>Reading Gems: Retrieve, Infer, explore, summarise, predict</p>
Maths unit links	Place Value (how long is 1000 years?)	Addition and subtraction Multiplication and division	Measurement: length, perimeter and area (size of homes, ships). Fractions and decimals.	Decimals (including money) Time – working out time zones.

	Addition and subtraction (working out how long ago events happened).			Statistics – reading Atlas, taking surveys. Geometry – flags of different countries.
Links to British Values	Individual liberty – how we are allowed to be free compared to Boudicca under the Roman rules.	The rule of law: why we should listen and obey government rules. Why do we have laws? What are the school rules?	Democracy: highlight the importance of fairness. How do we have democracy in our school?	Mutual respect and tolerance – showing how we can get along and respect people of all backgrounds and nationalities.
School Values	Togetherness – how did the Roman soldiers work together.	Respect – for emergency services. Resilience – how countries and people have recovered.	Ambition – invading Britain.	Pride – having and showing pride in the place you live in. How do other countries show their pride?
Enrichment / Community	Roman dress up day filled with activities related to past learning. Inspire Knowledge and skills Trip to Chedworth Roman Villa – Gloucestershire, link to locality. What would it have like to live in Broadway in the Roman times? Community	Hook – earthquake scenario. How do they need to respond? Challenge Looking at the rocks which are found in and around school. Enrichment	Anglo-Saxon dress up day. Inspire Knowledge and skills Anglo- Saxon specialist https://www.getthespecialists.co.uk/locations/ Knowledge and skills Challenge	Broadway Arts Festival Community Aspiration Invite in parents/grandparents who have lived in various European countries. Aspiration European day – children investigate different traditions from different countries. Knowledge and skills Enrichment

2021/2022 – Rotation B

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Hunter Gatherers (10 Weeks) <i>Who were the first people to live in Britain?</i> Knowledge and skills Enrichment Challenge	Land of Hope and Glory (9 Weeks) <i>What makes the UK unique?</i> Community Aspirations Inspire		Tomb Raiders (10 Weeks) What are pyramids? Knowledge and skills Enrichment Challenge		Amazing Alps (10 Weeks) <i>What is a natural barrier?</i> Community Inspire Challenge Achieve
History / Geography	Key themes: <ul style="list-style-type: none"> • Why is it called the Stone Age? • What are Hunter gatherers? • How do we know about life in the Stone Age? History: Year 3: <ul style="list-style-type: none"> • I can describe events from the past using dates when things happened. • I can use research skills to find answers to specific historical questions. 	Key themes: <ul style="list-style-type: none"> • What countries make up the UK? • Identifying the main cities of the UK. • Ethnic areas – what ethnicities are found in the UK and where? • Is the UK all on one island? • Physical and human geography of the UK. Geography: Year 3:		Key themes: <ul style="list-style-type: none"> • Who was Tutankhamun? • Who was Howard Carter? • When was the tomb of Tutankhamun discovered? • What was life like in Ancient Egypt? How do we know? • What are pyramids? History: Year 3: <ul style="list-style-type: none"> • I can describe events from the past using dates when things happened. 		Key themes: <ul style="list-style-type: none"> • What countries do the Alps cross? • Weather in the Alps – how is it different in the UK? • Tourism in the Alps. • How were the Alps formed? Geography: Year 3: <ul style="list-style-type: none"> • I can use an atlas by using an index to find places. • I can use the correct geographical words to describe a place.

	<p>Year 4:</p> <ul style="list-style-type: none"> • I can explain how historic items and artefacts can be used to build up a picture of life in the past. • I can use my mathematical skills to round up time difference into centuries and decades. 	<ul style="list-style-type: none"> • I can use some basic ordnance survey map symbols. • I can use grid references on a map. <p>Year 4:</p> <ul style="list-style-type: none"> • I can name the areas of origin of the main ethnic groups in the UK and in our school. • I can name and locate some of the islands that surround the UK. • I can find at least six cities in the UK on a map. • I can explain the difference between the British Isles, Great Britain and the United Kingdom. • I can plan a journey to a place in England. 	<ul style="list-style-type: none"> • I can use my mathematical knowledge to work out how long ago events happened. <p>Year 4:</p> <ul style="list-style-type: none"> • I can use my mathematical skills to round up time differences into centuries and decades. • I can research what it was like for children in a given period of history and present my findings to an audience. • I can explain how historic items and artefacts can be used to build up a picture of life in the past. 	<p>Year 4:</p> <ul style="list-style-type: none"> • I can explain why people may choose to live in one place rather than another. • I can explain why people may be attracted to live in cities.
Science	<p>Sound (Year 4)</p> <ul style="list-style-type: none"> • I can describe how sound is made. • I can explain how sound travels from a source to our ears. • I can explain the place of vibration in hearing. 	<p>Rocks (Y3) / States of Matter(Y4)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can compare and group rocks based on their appearance and physical properties, giving a reason. • I can describe how fossils are formed. • I can describe how soil is made. • I can describe and explain the difference between sedimentary and igneous rock. 		<p>Animals including humans (Y3 & 4)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can explain the importance of a nutritious, balanced diet. • I can explain how nutrients, water and oxygen are transported within animals and humans.

- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

WORKING SCIENTIFICALLY:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Year 4:

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

Year 4:

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

	<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 			
Art	<p>Cave paintings: (individual lesson)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can identify techniques used by different artists. I recognise when art is from different cultures. I can recognise when art is from different historical periods. <p>Year 4:</p> <ul style="list-style-type: none"> I can explain some of the features of art from historical periods. 	<p><u>Sketches of Broadway:</u> Creating abstract art using inspiration from Wassily Kandinsky and Broadway High Street.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use sketches to produce a final piece of art. I can create a background using a wash. I can use different grades of pencil to shade and to show different tones and textures. I can use IT to create art which includes my own work and that of others. 	<p>Egyptian Tomb Art:</p> <p>Chn practise designing hieroglyphics on different materials before creating a final product.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can recognise when art is from different historical periods. I can use a range of brushes to create different effects in painting. <p>Year 4:</p>	<p>Wire Plants</p> <p>Using different medias such as paper and art to create models of plants found in our forest school/pond area.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures. <p>Year 4:</p> <ul style="list-style-type: none"> I can use marks and lines to show texture in my art.

		<ul style="list-style-type: none"> I can use digital images and combine with other media in my art. <p>Year 4:</p> <ul style="list-style-type: none"> I can use marks and lines to show texture in my art. I can show reflections in my art. I can integrate digital images into my art. 	<ul style="list-style-type: none"> I can explain some of the features of art from historical periods. I can show facial expressions and body language in sketches and paintings. 	<ul style="list-style-type: none"> I can sculpt clay and other mouldable materials. I can experiment with the styles used by other artists.
Design Technology	<p>Stone Age Bread and Butter:</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive. I can work accurately to measure, make cuts and make holes. I can describe how food ingredients come together. <p>Year 4:</p> <ul style="list-style-type: none"> I can explain how I have improved my original design. I can present a product in an interesting way. I can measure accurately. 	<p>Creating Flags</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can work accurately to measure, make cuts and make holes. <p>Year 4:</p> <ul style="list-style-type: none"> I can measure accurately. I can use ideas from other people when I am designing. 	<p>Ancient Egypt Shadufs Must be able to lift one stone from playground.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can make a product which uses both electrical and mechanical components. I can work accurately to measure, make cuts and make holes. I can select the most appropriate tools and techniques for a given task. <p>Year 4:</p> <ul style="list-style-type: none"> I can use ideas from other people when I am designing. I can produce a plan and explain it. I can measure accurately. 	<p>Building Bridges Exploring how people might travel through the Alps.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can design a product and make sure that it looks attractive. I can work accurately to measure, make cuts and make holes. <p>Year 4:</p> <ul style="list-style-type: none"> I can present a product in an interesting way, I can measure accurately.

	<ul style="list-style-type: none"> I know how to be both hygienic and safe when using food. 		<ul style="list-style-type: none"> I can persevere and adapt my work when my original ideas do not work. 	
Computing	<p>We are programmers.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of output. I can work with various forms of input. <p>Year 4:</p> <ul style="list-style-type: none"> I can give an on-screen robot specific instruction that takes them from A to b. I can make an accurate prediction and explain why I believe something will happen. <p>We are bug fixers.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can write programs that accomplish specific goals. I can use a range of software for similar purposes. 	<p>We are presenters</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can design and create content. I can present information. I can search for information on the web in different ways. <p>Year 4:</p> <ul style="list-style-type: none"> I can collect and present data. I can produce and upload a pod cast. 	<p>We are network engineers.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I understand what computer networks do and how they provide multiple services. I use technology respectfully and responsibly. <p>Year 4:</p> <ul style="list-style-type: none"> I recognise acceptable and unacceptable behaviour using technology. 	<p>We are communicators</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use a range of software for similar purposes. I can search for information on the web in different ways. I understand what computer networks do and how they provide multiple services. I can discern where it is best to use technology and where it adds little or no value. <p>Year 4:</p> <ul style="list-style-type: none"> I can select and use software to accomplish given goals. <p>We are opinion pollsters.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use a range of software for similar purposes. I can collect information. I can present information. <p>Year 4:</p> <ul style="list-style-type: none"> I can collect and present data. I can select and use software to accomplish given goals.

	<ul style="list-style-type: none"> I can manipulate and improve digital images. <p>Year 4:</p> <ul style="list-style-type: none"> I can de-bug a program. I can select and use software to accomplish given goals. 					
E-safety Unit (Y3 Topics).	Introduction and rules.	This is Me		Digital Citizenship	Is Seeing Believing?	
	Password Power			Power of Words		
<p>E-Safety objectives taught throughout</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use technology respectfully and responsibly. I know different ways I can get help if I am concerned. I understand what computer networks do and how they provide multiple services. I can discern where it is best to use technology and where it adds little or no value. <p>Year 4:</p> <ul style="list-style-type: none"> I recognise acceptable and unacceptable behaviour using technology. 						
Religious Education	God/Incarnation L2.3: What is the 'Trinity' and why is it important for Christians?	Thematic L2.11: How and why do people mark the significant events in life?	Thematic L2.12 How and why do people make the world a better place?	Salvation L2.5: Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God L2.6: For Christians, what was the impact of Pentecost?	Dharma L2.8: What does it mean to be Hindu in Britain today?
SMSC	<p>(Year 3) Healthy relationships</p> <ul style="list-style-type: none"> I can understand boundaries and appropriate ones in friendships with peers and others. 	<p>(Year 3) Understanding food labels</p> <ul style="list-style-type: none"> I can explain where various foods come from across the world. 	<p>(Year 3) Diverse families within the UK and globally</p> <ul style="list-style-type: none"> I can explain practical steps that I can take in a range of different contexts to improve 	<p>(Year 4) Changes in relationships</p> <ul style="list-style-type: none"> I can explain healthy friendships are positive and welcoming towards others, and 		

	<ul style="list-style-type: none"> • I can acknowledge that my body belongs to me. • I can explain that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. • I can explain practical steps that I can take in a range of different contexts to improve or support respectful relationships. <p>(Year 4) Building Confidence and Challenging stereotypes</p> <ul style="list-style-type: none"> • I can talk about different types of bullying, the impact of bullying responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 		<p>or support respectful relationships.</p> <p>(Year 4) mental health and positive body image</p> <ul style="list-style-type: none"> • I can start to understand mental wellbeing is a normal part of daily life in the same way as physical health. • I can understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	<p>do not make others feel lonely or excluded.</p> <ul style="list-style-type: none"> • I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. <p>(Year 4) Current affairs</p> <ul style="list-style-type: none"> • I can understand there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. 		
PE	<p>Football/Hockey Year 3</p> <ul style="list-style-type: none"> • <u>I am aware of space</u> and use it 	<p>Netball/Basketball Year 3</p> <ul style="list-style-type: none"> • I can throw and catch with control 	<p>Gymnastics Year 3</p> <ul style="list-style-type: none"> • I can adapt sequences to suit 	<p>Dance Year 3</p> <ul style="list-style-type: none"> • I can improvise freely and 	<p>Athletics Year 3</p> <ul style="list-style-type: none"> • I can run at fast, medium and slow 	<p>Striking and Fielding Games – Cricket Year 3</p>

	<p>to support team-mates and to cause problems for the opposition</p> <ul style="list-style-type: none"> • I know and use rules fairly <p>Year 4</p> <ul style="list-style-type: none"> • I can keep possession of the ball • I can vary tactics and adapt skills depending on what is happening in a game • I can hit a ball accurately with control <p>Swimming (Year 4)</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front</p>	<ul style="list-style-type: none"> • <u>I am aware of space and use it to support team-mates</u> and to cause problems for the opposition • I know and use rules fairly <p>Year 4</p> <ul style="list-style-type: none"> • I can throw and catch accurately • I can catch with one hand • I can vary tactics and adapt skills depending on what is happening in a game <p>Swimming (Year 4) as Aut 1</p>	<p>different types of apparatus and criteria</p> <ul style="list-style-type: none"> • I can explain how strength and suppleness affect performance • I can compare and contrast gymnastic sequences <p>Year 4</p> <ul style="list-style-type: none"> • I can work in a controlled way • I can include change of speed and direction • I can include a range of shapes • I can work with a partner to create, repeat and improve a sequence with at least three phrases 	<p>translate ideas from a stimulus into movement</p> <ul style="list-style-type: none"> • I can share and create phrases with a partner and small group • I can repeat, remember and perform phrases <p>Year 4</p> <ul style="list-style-type: none"> • I can take the lead when working with a partner or group • I can use dance to communicate an idea 	<p>speeds; changing speed and direction</p> <ul style="list-style-type: none"> • I can take part in a relay, remembering when to run and what to do <p>Year 4</p> <ul style="list-style-type: none"> • I can run over a long distance • I can sprint over a short distance • I can throw in different ways • I can hit a target • I can jump in different ways <p>O&A/Bell Boating</p> <p>Year 3</p> <ul style="list-style-type: none"> • I can follow a map in a familiar context • I can use clues to follow a route • I can follow a route safely <p>Year 4</p> <ul style="list-style-type: none"> • I can follow a map in a (more 	<ul style="list-style-type: none"> • I can throw and catch with control • I know and use rules fairly • <u>I am aware of space and use it to support team-mates and to cause problems for the opposition</u> <p>Year 4</p> <ul style="list-style-type: none"> • I can hit a ball accurately with control • I can throw and catch accurately • I can catch with one hand • I can vary tactics and adapt skills depending on what is happening in a game
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	crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations.				demanding) familiar context • I can follow a route within a time limit	
Music	<p>Year 3: Food and drink</p> <ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on an instrument. <p>Year 4: Food and drink</p> <ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. 	<p>Year 3: Communication</p> <ul style="list-style-type: none"> • I can use different elements in my composition. • I can compose melodies and songs. • I can combine different sounds to create a specific mood or feeling. <p>Year 4: Communication</p> <ul style="list-style-type: none"> • I can improvise using repeated patterns. • I can use notation to record compositions in a small group or on my own. 	<p>Year 3: Ancient Worlds</p> <ul style="list-style-type: none"> • I can create accompaniments for tunes. • I can create repeated patterns with different instruments. • I can use musical words to describe a piece of music and compositions. <p>Year 4: Ancient Worlds</p> <ul style="list-style-type: none"> • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<p>Year 3: Singing in French</p> <ul style="list-style-type: none"> • I can sing a tune with expression. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. <p>Year 4: Singing in French</p> <ul style="list-style-type: none"> • I can identify the character in a piece of music. • I can sing songs from memory with accurate pitch. 		
French	<p>Raconte-moi une histoire! (Tell me a story!)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can respond to a simple command. • I can ask a question. • I can name places. 	<p>Les quatre amis (The four friends)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can answer with a single word. • I can use set phrases. • I can copy a simple word or phrase. 	<p>On y va! (All aboard!)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can name places. • I can choose the right word to complete a phrase. • I can read and understand short phrases. 	<p>Ça pousse! (Growing things!)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can name objects. • I can answer with a short phrase. • I can choose the right word to complete a short sentence. 		

	<ul style="list-style-type: none"> I can read and understand single words. I can copy a simple word or phrase. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe people. I can name and describe a place. I can read and understand a short passage using familiar language. I can give a response using a short phrase. 	<ul style="list-style-type: none"> I can write single words correctly. I can read and understand single words. <p>Year 4:</p> <ul style="list-style-type: none"> I can have a short conversation saying 3-4 things. I can read and understand a short passage using familiar language. I can write phrases from memory. 	<ul style="list-style-type: none"> I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe a place. I am starting to speak in sentences. I can explain the main points in a short passage. I can write 2-3 short sentences on a familiar topic. 	<ul style="list-style-type: none"> I can understand short phrases. I can use simple dictionaries to find the meaning of words. I can label a picture. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe an object. I am starting to speak in sentences. I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words. I can say what I like/dislike about a familiar topic.
English genres and Guided Reading books.	<p>Fiction: Character description (narrative)</p> <p>Text: Stig of the Dump By Clive Kind</p> <p>Non-fiction: Instructions (How to make a Stone Age tool).</p> <p>Text: Stone Age Boy By Satoshi Kitamura</p>	<p>Fiction: Historical Narrative</p> <p>Text: Arthur High King of Britain By Michael Morpurgo</p> <p>Poetry: Clerihews, Free verse and performance poetry.</p>	<p>Fiction: Adventure and Suspense</p> <p>Text: Marcy and the Riddle of the Sphinx By Joe Todd Stanton</p> <p>Non-fiction: Non-Chronological report</p> <p>Text: So You Think You've Got It Bad By Marisa Morea</p>	<p>Fiction: Setting description (Describing the Alps)</p> <p>23 Degrees, 5 Minutes https://www.literacyshed.com/23-degrees-5-minutes.html</p> <p>Non-fiction: Recount - Letters</p> <p>Text: Survivors By David Long & Kerry Hyndman</p>
Maths unit links	Place Value (how long is 1000 years?)	Addition and subtraction	Measurement: length, perimeter and area (size of homes, ships).	Decimals (including money)

	Addition and subtraction (working out how long ago events happened).	Multiplication and division	Fractions and decimals.	Time – working out time zones. Statistics – reading Atlas, taking surveys. Geometry – flags of different countries.
Links to British Values	Individual Liberty – there were no governments and no social media. Stone Age people had complete freedom of speech. This was expressed through their cave paintings.	Democracy – what is democracy and who is out government? How does democracy work in the UK.	The Rule of Law – following the rules of burials and mummification.	Mutual Respect and Tolerance – respecting how other people live and being tolerant of their ways of life.
School Values	Ambition – Stonehenge, how was it built? What was it for? Think about the geography of the rocks used and how they transported them to Salisbury.	Pride – how do we show we are proud of where we live? What makes us proud to live in the UK?	Resilience – link to Passover (RE). They worked in harsh conditions to build pyramids – didn't give up. They had to be built.	Respect Respecting the environment and rules. How can we protect mountains? Respecting different ways of life.
Enrichment / Community	Stone Age Workshop Use outdoor classroom (transform it into cave), chn hunt for cave paintings. Knowledge and skills Enrichment Challenge Achieve	Visit to Shakespeare's birth place – understand what makes Britain special. What impact has our local area had on the whole country/ world. Community Aspirations Inspire	Ancient Egyptian Mummification – Birmingham Museum and Art Gallery. Egyptian themed day – come dressed as an Egyptian. Knowledge and skills Enrichment Challenge	Walk up Cleve Hill – highest point in Gloucestershire – compare to the Alps. Forest school – looking at the different plants in the school environment, sketching them. Community Inspire Challenge Achieve