

Years 3 & 4 Autumn 1 Cycle A

Romans Rule

(History Focus)

History	<ul style="list-style-type: none"> ▪ the Roman Empire and its impact on Britain
Geography	<ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ name and locate counties and cities of the United Kingdom.
Art	<ul style="list-style-type: none"> ▪ <u>Design Own Shields</u> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Music	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ use and understand staff and other musical notations ▪ listen with attention to detail and recall sounds with increasing aural memory <p>Y4- Violins/Cello's / Y3- Recorder magic</p>
P.E: Games	<p>Year 3- Unit 1 Ball Skills Passing and Receiving Year 4 - 1 class Unit 1 Net & Wall Games/ 1 class Unit 3 Invasion Games</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Core Learning Skills / PSHE	<p>CLS: Learning With Others PSHE: Yr3 Myself and my Relationships: Working Together Yr4 Myself and my Relationships: My Emotions</p>

Years 3 & 4 Autumn 2 Cycle A

Flash Bang !

(Science Focus)

Science	<ul style="list-style-type: none">▪ <u>Working scientifically</u>▪ 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▪ 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. <hr/> <p>Light</p> <ul style="list-style-type: none">▪ recognise that they need light in order to see things and that dark is the absence of light▪ notice that light is reflected from surfaces▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes <p>Sound</p> <ul style="list-style-type: none">▪ identify how sounds are made, associating some of them with something vibrating▪ recognise that vibrations from sounds travel through a medium to the ear▪ find patterns between the pitch of a sound and features of the object that produced it▪ find patterns between the volume of a sound and the strength of the vibrations
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	<p>that produced it</p> <ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases.
D.T	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Art	<ul style="list-style-type: none"> 3D Clay Sculptures to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Music	<ul style="list-style-type: none"> Y4- Violins/Cello's play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Year 3 recorders/ Year 4 violin & cellos) use and understand staff and other musical notations <p>Y3 Music Express</p> <ul style="list-style-type: none"> 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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
P.E: Games	<p>Year 3 - Unit 3 Net/ Court Games Year 4 - 1 class Unit 1 Net & Wall Games/ 1 class Unit 3 Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Core Learning	<p>CLS: Independence and Responsibility PSHE: Yr3 Myself and my Relationships: Friendship and Difference Yr4 Myself and my Relationships: Managing Risk and Change</p>

Years 3 & 4 Autumn 1 Cycle B

Bright Sparks

Science Focus

Science

- **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
 - 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.
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- identify common appliances that run on electricity
 - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
 - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
 - recognise some common conductors and insulators, and associate metals with being good conductors. asking relevant questions and using different types of scientific enquiries to answer them

Music	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ use and understand staff and other musical notations ▪ listen with attention to detail and recall sounds with increasing aural memory <p>Y4- Violins/Cello's / Y3- Recorder magic</p>
PE	<p>Games</p> <p>Year 3- Unit 1 Ball Skills Passing and Receiving</p> <p>Year 4 - 1 class Unit 1 Net & Wall Games/ 1 class Unit 3 Invasion Games</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Art	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Core Learning Skills / PSHE	<p>CLS: Learning with Others</p> <p>PSHE: Yr3 Myself and my Relationships: Working Together</p> <p>Yr4 Myself and my Relationships: My Emotions</p>

Years 3 & 4 Autumn 2 Cycle B
That's The Way To Do it!
 (DT/Science Focus)

Science	<ul style="list-style-type: none"> ▪ recognise that shadows are formed when the light from a light source is blocked by a solid object ▪ find patterns in the way that the size of shadows change.
D.T	<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Music	<ul style="list-style-type: none"> ▪ Y4- Violins/Cello's ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Year 3 recorders/ Year 4 violin & cellos) ▪ use and understand staff and other musical notations <p>Y3 Music Express</p> <ul style="list-style-type: none"> ▪ 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 ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>develop an understanding of the history of music.</p>

P.E	<p>Year 3 Games- Unit 3 Net/ Court Games Year 4 - 1 class Unit 1 Net & Wall Games/ 1 class Unit 3 Invasion Games</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Core Learning Skills / PSHE	<p>CLS: Independence and Responsibility PSHE: Year 3 Myself and My relationships: Friendship and Difference Year 4 : Myself and my Relationships: Managing risk and Change</p>

Years 3 & 4 Spring 1 Cycle A

Marvellous Mayans

History Focus

History	<ul style="list-style-type: none"> ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Art & Design	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
Music	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ use and understand staff and other musical notations ▪ listen with attention to detail and recall sounds with increasing aural memory <p>Y4- Violins/Cello's / Y3- Recorder magic/</p>
P.E	<p>Year 3 - Unit 4 Striking & Fielding Year 4- 1 Class Unit 2 Problem solving and Inventing Games/ 1 class Unit 4 Striking and Fielding Games</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Art	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
Core learning Skills / PSHE	<p>CLS: Improving own Learning and performance PSHE: Year 3: Citizenship 1 Year 4 :Healthy and Safer Lifestyles: World of Drugs 1</p>

Years 3 & 4 Spring 2 Cycle A

Funny Bones

(Science Focus)

Science	<ul style="list-style-type: none">▪ <u>Working scientifically</u>▪ 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▪ 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. <hr/> <p>Animal including humans</p> <ul style="list-style-type: none">▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.▪ describe the simple functions of the basic parts of the digestive system in humans▪ identify the different types of teeth in humans and their simple functions
D.T	<ul style="list-style-type: none">▪ understand and apply the principles of a healthy and varied diet
Music	<ul style="list-style-type: none">▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

	<ul style="list-style-type: none"> ▪ use and understand staff and other musical notations <p>Y4- Violins/Cello's</p> <p>Y3 Music express</p> <ul style="list-style-type: none"> ▪ 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 ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
Art	<p>Drawing: Self portraits</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
PE	<p>Year 3 Unit 2 Creative Games Making</p> <p>Year 4- 1 Class Unit 2 Problem solving and Inventing Games/ 1 class Unit 4 Striking and Fielding Games</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Core Learning Skills / PSHE	<p>CLS: Knowing Me, Knowing You</p> <p>PSHE: Year 3 Citizenship 2</p> <p>Year 4 Healthy and Safer Lifestyles: World of Drugs 2</p>

Years 3 & 4 Spring 1 & 2 Cycle B

Ancient Egypt
(History Focus)

<p>Science</p>	<ul style="list-style-type: none"> ▪ compare how things move on different surfaces (friction) ▪ 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 and forcemeters ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
<p>History</p>	<ul style="list-style-type: none"> ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ▪ Ancient Egypt Depth study
<p>Music</p>	<p>Music Express Y4 'Exploring descriptive sounds (Y4)- <i>link to mythological animals (For Year 3 and 4)</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
<p>PE</p>	<p>Year 3 Athletics Unit 1 & 2</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ▪ Year 4 Swimming ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and

	<p>breaststroke]</p> <ul style="list-style-type: none"> perform safe self-rescue in different water-based situations.
Art	<ul style="list-style-type: none"> 3D Clay sculptures: Clay Tiles & Tomb Paintings to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
Core Learning Skills / PSHE	<p><u>Summer 1</u> CLS Thinking Skills PSHE: Year 3- Healthy and safer Lifestyles : Growing and Changing 1 Year 4 - Healthy and Safer Lifestyles : Keeping safe 1</p> <p><u>Summer 2</u> CLS Speaking and Listening PSHE: Year 3- Healthy and safer Lifestyles: Growing and Changing Year 4 - Healthy and safer Lifestyles Keeping Safe 2</p>

The Rainforest (Geography Focus)

Science	Animals including humans construct and interpret a variety of food chains, identifying producers, predators and prey.
Geography	<ul style="list-style-type: none">▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America▪ describe and understand key aspects of:<ul style="list-style-type: none">▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art & Design	<ul style="list-style-type: none">▪ Henri Rousseau Style rainforest paintings▪ to create sketch books to record their observations and use them to review and revisit ideas▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]▪ about great artists, architects and designers in history
Music	Music Express Y4 'Exploring sound colours' (Y4)-link to Geog. (For year 4 & 3) <ul style="list-style-type: none">• 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▪ appreciate and understand a wide range of high-quality live and recorded music

	<p>drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> ▪ develop an understanding of the history of music.
PE	<p>Year 3 Athletics Unit 1</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Year 4 swimming</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations.
Core Learning Skills / PSHE	<p>CLS: Thinking Skills PSHE: Year 3-Healthy and Safer Lifestyles: Growing and Changing 1 Year 4-Healthy and safer Lifestyles: Keeping Safe 1</p>

Years 3 & 4 Summer 2 Cycle A

Chocolate

(DT / Science Focus)

Science	States of Matter <ul style="list-style-type: none">▪ compare and group materials together, according to whether they are solids, liquids or gases▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)▪ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
D.T	<ul style="list-style-type: none">▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities▪ investigate and analyse a range of existing products▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Art	<ul style="list-style-type: none">▪ Link to DT/ICT: Chocolate Logo design▪ to create sketch books to record their observations and use them to review and revisit ideas
Music	Music Express Y4 'Exploring rhythmic patterns' (Year 3 & 4) <ul style="list-style-type: none">▪ 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▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
PE	<ul style="list-style-type: none">▪ Year 3 Athletics Unit 2▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

	<ul style="list-style-type: none"> ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ▪ Year 4 Swimming ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations.
Core Learning Skills / PSHE	<p>CLS Speaking and Listening</p> <p>PSHE: Year 3- Healthy and safer Lifestyles: Growing and Changing</p> <p>Year 4 - Healthy and safer Lifestyles Keeping Safe 2</p>

Years 3 & 4 Summer 1 Cycle B

What on Earth?

Geography Focus

<p>Geography</p>	<ul style="list-style-type: none"> • human geography, including: types of settlement and land use land-use patterns; and understand how some of these aspects have changed over time ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom <u>and the wider world</u> ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>Science</p> <p>Magnetism link to compass development</p>	<ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter. ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>Art & Design</p>	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
<p>Music</p>	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ use and understand staff and other musical notations

	<ul style="list-style-type: none"> ▪ (Year 4 violin & cellos) ▪ Year 3 Music Express ▪ 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 ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
PE	<p>Year 3 Unit 2 Creative Games Making</p> <ul style="list-style-type: none"> ▪ Year 4- 1 Class Unit 2 Problem solving and Inventing Games/ 1 class ▪ Unit 4 Striking and Fielding Games ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Core Learning Skills / PSHE	<p>CLS: Knowing Me, Knowing You PSHE: Year 3 Citizenship 2 Year 4 Healthy and Safer Lifestyles: World of Drugs 2</p>

Creepy Crawlies

(Science Focus)

Science	<ul style="list-style-type: none">▪ <u>Working scientifically</u>▪ 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▪ 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. <hr/> <p>Plants</p> <ul style="list-style-type: none">▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant▪ investigate the way in which water is transported within plants <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Living things in their habitats</p> <ul style="list-style-type: none">▪ recognise that living things can be grouped in a variety of ways▪ explore and use classification keys to help group, identify and name a variety of
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	<p>living things in their local and wider environment</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things .
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Year 3 recorders/ Year 4 violin & cellos) use and understand staff and other musical notations <p>Y4- Violins/Cello's Y3- Recorder magic</p>
PE	<p>Year 3 - Unit 4 Striking & Fielding</p> <ul style="list-style-type: none"> Year 4- 1 Class Unit 2 Problem solving and Inventing Games/ 1 class Unit 4 Striking and Fielding Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Core Learning Skills / PSHE	<p>CLS: Improving own Learning and Performance PSHE: Year 3: Citizenship 1 Year 4 :Healthy and Safer Lifestyles: World of Drugs 1</p>