

Key stage 2 curriculum planning – Year 3 and 4 **B Year**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title and overview of key skills	<u>Invaders and settlers</u>		<u>The world around us/Mayans</u>		<u>Shine a light on it!</u>	
Trips	<u>Roman soldiers visit Poole's Cavern (not for 2020)</u>		<u>Cadbury World (tbc)</u>		<u>Visit Hindu temple (tbc)</u> (Link to R.E planning)	
Literacy	Stories with historical settings. Explanations Recount	Poems to perform. Instructions.	Information text. Exploring poetic form.	Plays Stories, which raise issues and dilemmas. Diary	Stories set in imaginary worlds Labels list and captions.	Formal and informal writing. Creating images through poetry.
Spelling	<u>Autumn 1</u> Year 4 Week 1 Elision (omission of a sound in pronunciation) Week 2 Words with /s/ spelled 'sc' Week 3 /ch/ spelled 't' Week 4 /k/ spelled 'ch' Week 5 /sh/ spelled 'ch' Week 6 /s/ spelled 'st' Year 3 Week 1 Contractions from 'have' has' 'had' Week 2 Words beginning with /uh/ spelled 'a' Week 3 'gz' spelled 'x'	<u>Autumn 2</u> Year 4 Week 1 /i/ spelled 'y' Week 2 /ar/, /or/ and 'a' spelled 'al' Week 3 /g/ spelled 'gh' and 'gu' Week 4 Ending with 'gue' and 'que' Week 5 Ending with /ae/ spelled 'et' Week 6 'ain' Year 3 Week 1 'aigh' and 'eigh' Week 2 'augh' Week 3	<u>Spring 1</u> Year 4 Week 1 Beginning with 'de' Week 2 Beginning with 'pre' Week 3 Beginning with 'pro' Week 4 Beginning with 'il' 'im' 'in' and 'ir' Week 5 Beginning 'inter' Week 6 Beginning 'over' and 'super' Year 3 Week 1 's' spelled 'c' Week 2 Ending with /s/ spelled 'ce' and 'se' Week 3	<u>Spring 2</u> Year 4 Week 1 Beginning 'sub' and 'under' Week 2 Beginning 'e' and 'ex' Week 3 Beginning 'anti' and 'auto' Week 4 Multi-syllable words with doubled consonants Week 5 Ending with 'o' and 'es' Week 6 Ending with 'ic' Year 3 Week 1 Ending with 'al' 'el' 'ie' 'ol' Week 2 Ending with 'our' Week 3 Ending with 'et' in which /i/ is spelled 'e'	<u>Summer 1</u> Year 4 Week 1 Ending with 'ness' Week 2 Ending with 'ship' Week 3 Ending with 'ee' and 'eer' Week 4 Ending with 'ive' Week 5 Ending 'ian' Week 6 Ending 'ation' Year 3 Week 1 Beginning with 'mis' Week 2 Ending with 'ar' 'er' and 'or' Week 3 Ending with suffixes added to bases ending with consonant spellings	<u>Summer2</u> Year 4 Week 1 Ending 'sion' in which /zh/ is spelled 'si' Week 2 Ending 'sion' 'ssion' and 'tion' Week 3 Words meaning one Week 4 Words meaning two and three Week 5 Words with 'dec' 'cent' 'kilo' and 'milli' Week 6 Words with 'circ' and 'cycl'

	<p>Week 4 Ending with consonant plus 'e'</p> <p>Week 5 'w' spelled 'wh'</p> <p>Week 6 'ough'</p>	<p>'o' spelled 'a' after /w/</p> <p>Week 4 Words with 'u' spelled 'ou'</p> <p>Week 5 'eer'</p> <p>Week 6 'j' spelled 'g' 'ge' and 'dge'</p>	<p>Ending with /z/ spelled 'se' and 'ze'</p> <p>Week 4 Ending with /m/ spelled with 'mb' and 'mn'</p> <p>Week 5 Beginning with /n/ spelled 'kn' and 'gn'</p> <p>Week 6 Ending in /ul/ spelled 'le'</p>	<p>Week 4 Beginning with 'un'</p> <p>Week 5 Beginning with 're'</p> <p>Week 6 Beginning with 'dis'</p>	<p>Week 4 Suffixes added to bases ending with a consonant plus 'e'</p> <p>Week 5 Suffixes added to bases ending with 'y'</p> <p>Week 6 Ending with 'en'</p>	<p>Year 3 Week 1 Ending with 'tion'</p> <p>Week 2 Ending with 'age'</p> <p>Week 3 Ending with 'ist'</p> <p>Week 4 Ending with 'ure'</p> <p>Week 5 Ending 'ment'</p> <p>Week 6 Ending with 'ous'</p>
Grammar	<p>Autumn 1 Twinkl Spag mats (Year 4) weeks 1-6</p> <p>Autumn 1 Twinkl Spag mats (Year 3) weeks 1-6</p>	<p>Autumn 2 Twinkl Spag mats (Year 4) weeks 1-6</p> <p>Autumn 2 Twinkl Spag mats (Year 3) weeks 1-6</p>	<p>Spring 1 Twinkl Spag mats (Year 4) weeks 1-6</p> <p>Spring 1 Twinkl Spag mats (Year 3) weeks 1-6</p>	<p>Spring 2 Twinkl Spag mats (Year 4) weeks 1-6</p> <p>Spring 2 Twinkl Spag mats (Year 3) weeks 1-6</p>	<p>Summer 1 Twinkl Spag mats (Year 4) weeks 1-6</p> <p>Summer 1 Twinkl Spag mats (Year 3) weeks 1-6</p>	<p>Summer 2 Twinkl Spag mats (Year 4) weeks 1-6</p> <p>Summer 2 Twinkl Spag mats (Year 3) weeks 1-6</p>
Books covered	<u>How to Train your Dragon</u>		<u>The Great Kapok Tree</u>		<u>The Iron Man</u>	
Numeracy	<p>Numbers to 1000. Place value. Addition and subtraction to 1000.</p> <p>Numbers to 10,000. Place value. Addition and subtraction to 10,000.</p>	<p>Addition and subtraction to 1000. Multiplication and division. Further multiplication and division. Addition and subtraction to 10,000. Multiplication and division. Further multiplication and division. Graphs</p>	<p>Further multiplication and division. Length Mass Volume Graphs Fractions Time Mayan number system.</p>	<p>Volume Money Time Time Decimals Money Mayan number system.</p>	<p>Picture graphs/bar charts. Fractions Angles Mass, volume and length. Area of figures. Geometry.</p>	<p>Angles Lines and shapes. Perimeter of figures. Geometry. Position and movement. Roman numerals.</p>

<p>Science</p> <p>NC- y3</p> <p>NC - y4</p>	<p style="text-align: center;"><u>Materials</u></p> <p><u>Group and classify materials.</u></p> <p><u>Explore temperature in substances.</u></p> <p><u>Make food- crispy cakes (chocolate)</u> <u>Ice-cream.</u></p> <p><u>What does temperature do to different materials.</u></p> <p><u>Look at condensation.</u></p> <p><u>Evaporation over time. Pools of water on different surfaces/ puddles in playground. Record changes. (Data logger)</u></p> <p><u>Washing on a washing line. Hang in different places/different heights/different amounts of pegs</u></p>	<p style="text-align: center;"><u>Living things and habitats/ plants</u> <u>/water cycle</u></p> <p>Observe and name the functions of different parts of flowering plants.</p> <p>What does a plant need to live?</p> <p>Transportation, the way water is transported in plants</p> <p>Life cycle of a plant.</p> <p><u>Grouping of living things – can they be grouped in different ways?</u></p> <p><u>Classification key- used to group them in different ways.</u></p> <p><u>Changing environment of the rainforest and the effect it has on living things.</u></p> <p><u>Changes on our local environment and how it effects the living things.</u></p>	<p style="text-align: center;"><u>Light and sound</u></p> <p>Why do different materials reflect light?</p> <p>Do all materials reflect light?</p> <p>Sun safety. Sun danger. Look at effect of UV rays.</p> <p>UV beads and UV torches to show effects.</p> <p>Compare different sun creams. Which is the most effective? How can we tell?</p> <p>Importance of sunglasses. Test them.</p> <p>Why do we need to wear a hat in the sun?</p> <p>Look at how shadows are formed and how they change.</p> <p>Are there patterns in these changes?</p> <p><u>Look at sound patterns.</u></p> <p><u>Effect of distance on sound.</u></p> <p><u>Understand that sounds are made when something vibrates.</u></p> <p><u>Look at the fact that volume of sound effects the strength of vibration.</u></p> <p><u>Sound travelling to the middle ear.</u></p> <p><u>Which items run on electricity?</u></p> <p><u>Construct a simple circuit being able to name all the basic parts.</u></p> <p><u>Cell, wire, bulb, switch and buzzer.</u></p> <p><u>The effects of an open switch on a circuit.</u></p> <p><u>Will the bulb light if open?</u></p> <p><u>Conductors and insulators.</u></p> <p><u>Why do we need insulators?</u></p>
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<p>History</p>	<p>Research Roman life. How is it different from ours today? Viking – lifestyle, culture. Edward the Confessor. Look at Anglo Saxons /Scots. Timeline of all invasions. Do they overlap? Look at what impact the Romans have had on Britain – Caewent. Romanisation. Look at the invasion of Ireland by the Scots. Why did they invade? Consider Anglo-Saxon art.</p>	<p>Traditions of Christmas. Where did a tree, food, presents etc originate?</p>	<p>Story of Chocolate. Mayans When would you have been able to meet the Mayans? I can ask a variety of historical questions. I can plot events on a timeline using centuries and BC, AD</p> <p>I can research skills to find answers to specific historical questions. I can research in order to find similarities and differences between two or more periods of history. I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can research what it was like for children in a given period of history and present my findings to an audience.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. 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.</p>	<p>Who invented electricity? What did people do before electricity was invented?</p>
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First half term

I can use a timeline within a specific period of history to set out the order that things may have happened.

I can use my mathematical knowledge to work out how long ago events happened.

I can explain some of the times when Britain has been invaded.

I can describe events from the past using dates when things happened.

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 help build up a picture of life in the past.

I can explain how the lives of wealthy people were different from the lives of poorer people.

I can use my mathematical skills to round up time differences into centuries and decades.

The Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxon and Scots. Know and understand the history of these islands from the earliest times to present day.

This could include: ♣ Julius Caesar's attempted invasion in 55-54 BC.

The Roman Empire by AD 42 and the power of its army

successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica

'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.

Scots invasions from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: place names and village life.
Anglo-Saxon art and culture.
Viking raids and invasion.
resistance by Alfred the Great and Athelstan, first king of England.
Further Viking invasions and Danegeld.
Anglo-Saxon laws and justice.
Edward the Confessor and his death in 1066.
I can plot events on a timeline using centuries and BC, AD
I can ask and answer and answer a variety of historical questions.
Second half term
I can ask a variety of historical questions.

<p>Geography</p>	<p>Use atlases and globes so locate where the invaders came from. How did they get here? Where did the invaders land and plot where they travelled? Locate and name countries of Great Britain. Look at journey of Scots when invading Ireland.</p> <p>I can use my mathematical knowledge to work out how long-ago events happened.</p> <p>I can explain why people may choose to live in one place rather than another.</p> <p>Locate the world's countries, using maps to focus on Europe, including the location of Russia. Use maps, atlases, globes and computer/digital mapping to locate countries,</p>	<p>Locate in an atlas the countries where the traditions originate.</p> <p>I can use an atlas by using the index to find places. I can name and locate the capital cities of neighbouring European countries. I can name and locate the capital cities of neighbouring European countries. I know the countries that make up the European Union.</p> <p>Using maps to focus on Europe, including the location of Russia.</p>	<p>Rainforests- Living things and their habitats. (link to science) Consider Fairtrade. Deforestation. Settlements – hamlets villages towns cities</p> <p>Compass points. Compare our culture, food, weather etc with that of South America/Mexico. Identify the equator, tropic of Cancer and Capricorn. Journey around Britain. Maps Where in the world would we have found the Mayans?</p> <p>I can use grid references on a map. I can use some basic Ordnance Survey map symbols. I can use an atlas by using the index to find places. I can use the correct geographical words to describe a place. I can carry out research to discover features of villages, towns or cities. I can plan a journey to a place in England. I can explain why people may be attracted to live in cities. I can find at least six cities in the UK on a map. I can locate the Tropic of Cancer and Tropic of Capricorn.</p> <p>Locate the world's countries, including North and South America looking at countries and major cities.</p>	
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DT	<p>Make a piece of Roman/Viking jewellery.</p> <p>I can select the most appropriate tools and techniques for a given task. I can produce a plan and explain it. I can persevere and adapt my work when my original ideas do not work.</p>	<p>Christmas calendars Christmas Cards. Enterprise- make a product to sell. Make creams. Research, design, make, package and sell. 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.</p>	<p>Mother's Day Cards. Easter Cards.</p> <p>I can work accurately to measure, make cuts and make holes. I can measure accurately.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<p><u>Make a bag</u> <u>Make a torch.</u></p> <p>I can work accurately to measure, make cuts and make holes. I can prove that my design meets some set criteria. I can choose a textile for both its suitability and its appearance. I can evaluate and suggest improvements for my designs. I can use ideas from other people when I am designing.</p> <p>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.</p>

		<p>I can describe how food ingredients come together.</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can present a product in an interesting way.</p> <p>I know how to be both hygienic and safe when using food.</p>		<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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.</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.</p>
	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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.</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>			
Art	<p>Painting of a longboat.</p> <p>Roman art/ mosaics</p> <p>Create a Roman mosaic.</p>	<p>Christmas calendars</p> <p>Christmas Cards.</p>	<p>Mother's Day Cards.</p> <p>Easter Cards.</p> <p>Mayan masks.</p> <p>Rainforest animals.</p> <p>Look at Mayan artwork.</p>	<p>Study the work of <u>Leonardo Di Vinci</u>. Artist and architect.</p> <p>Consider all of his many talents and links to science.</p>

	<p>Compare a selection of Roman and Anglo-Saxon art. Sketch brooches paying attention to line, tone and texture.</p> <p>I can create a background using a wash. I can use a range of brushes to create different effects in painting. I can use sketches to produce a final piece of art. I recognise when art is from different historical periods. I can use digital images and combine with other media in my art. I recognise when art is from different cultures.</p> <p>I can show reflections in my art. I can sculpt clay and other mouldable materials. I can use marks and lines to show texture in my art. I can integrate my digital images into my art. To create a sketchbook to record their observations and use them to review and revisit ideas. To improve mastery of art and design techniques drawing, painting and sculpture.</p>	<p>I can print onto different materials using at least four colours.</p> <p>To create a sketchbook 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)</p>	<p>Study the artist <u>Henri Rousseau</u>. Post impressionism. Create their own work in the style of Rousseau.</p> <p>I can use a range of brushes to create different effects in painting. I recognise when art is from different cultures.</p> <p>I can experiment with the styles used by other artists.</p> <p>To create a sketchbook to record their observations and use them to review and revisit ideas.</p> <p>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)</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>I can identify the techniques used by different artists.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>
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British Values	What can be learnt from the lives of others – Scientists, religious leaders, historians, composers, artists Fund raising / enterprise day Tolerance of faiths.					
	Rights / responsibilities / class rules / making good choices / school behaviour system School council elections / voting / class ambassadors / peer tutors Government (<i>link to police force</i>) Values and punishments. What makes a leader worth following? Anti-bullying		How do people express their belief through art? How do we make Belper a peaceful place to live? Acceptance of other opinions. Meeting the mayor / town council. Local MP visit.		Making informed choices. Do all countries have individual liberty?	
RE	All our Worlds What makes us happy?	The spirit of Christmas	Why is Prayer important for religious believers?	Why is pilgrimage important to some religious believers? Easter Believing	Hinduism- What is the purpose and value of a sacred space? How and why do Hindus celebrate? Visit Hindu temple Living b) religious practices and ways of living Questions of values and commitments	
PSHE/RSE	Being me	Growing up	Being safe	Drug education	Money matters	Changes
RSE	Included as part of the PSHE LA Scheme.	<u>Being me</u> – how to develop a positive_body image and recognise own strengths and qualities.	Included as part of the PSHE LA Scheme.	Included as part of the PSHE LA Scheme.	<u>Being safe</u> - peer pressure.	Included as part of the PSHE LA Scheme.
French	Moi!” Covering: numbers to 31, age, name, asking how people are. Christmas in France.		“On fait la fête” Covering: months of the year, days of the week, birthdays and parties.		“Quel temps fait-il?” Covering: where you live, places in France, weather phrases. End of year assessment.	
Computing	E – safety / safe computer use Input / output – microphones, headphones, printers, data loggers, mouse, cameras, thermometers					
						Data logging

Music	<p><u>Play it again</u> Exploring rhythmic patterns. (Year4 1st half term)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>The class orchestra</u> Exploring arrangements. (Year4 2nd half term)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Dragon scales</u> Exploring melodies and scales. (Year4 1st half term)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Painting with sounds</u> Exploring sound colours. (Year4 2nd half term)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Consider how music has developed over time. Through early music to classical to popular music. Look at a selection of composers and listen to pieces of their music. 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>	<p><u>Salt pepper vinegar mustard</u> Exploring signals. (Year4 1st half term)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Animal magic</u> Exploring descriptive sounds. (Year4 2nd half term)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p>	

PE	Indoor (4 weeks x 2) Athletics/ Gymnastics	Indoor (2 weeks)(5 weeks) Cardio/ Dance circuits	Indoor (4 weeks)(2 weeks) Dance Aerobic activities.	Indoor Gymnastics	Indoor Invasion games.	Indoor (4 weeks) (3 weeks) Athletics Netball
	Outdoor (4 weeks x 2) Football Handball	Outdoor (2 weeks) (5 weeks) Handball Endball	Outdoor Dodgeball	Outdoor (4 weeks) (3 weeks) Tennis Hockey	Outdoor Tag rugby	Outdoor (4 weeks) (3 weeks) Athletics Rounders/cricket

Y3 Swimming (TBC)

