

Autumn 2019 Year 3 and 4 Curriculum B

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| Years 3 and 4 | Autumn 1 | National Curriculum  Pupils should be taught to: | Autumn 2 | National Curriculum  Pupils should be taught to: |
| Texts | **Y3 & 4: Seal Surfer by Michael Foreman**  Dancing Bear by Michael Morpurgo | (Refer to Pathways to Write Planning) | **Y3: Winter’s Child by Angela McAllister**  Ice Palace by Robert Swindells | (Refer to Pathways to Write Planning) |
| Writing outcome | **Outcome**  Recount: letter in role  **Greater Depth**  Write a letter from Grandad in response to one of his grandson’s letters | **Outcome**  Fiction: fantasy story based on a fable  **Greater Depth**  Narrative from a different point of view |
|  |  |  | **Y4: Leon and the place between by Graham Baker-Smith**  The Nowhere Emporium by Ross Mackenzie | (Refer to Pathways to Write Planning) |
|  |  |  | **Outcome**  Recount /diary  **Greater Depth**  Recount /diary from a different POV |  |
| Value | Responsibility – for self, others and our environment. Link to respect, friendship and kindness. | | | |
| Science  Year 3 | Rocks | * compare and group together different kinds of ricks 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 | Animals including humans | * identify animals , including humans, need the right types 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 |
| Science  Year 4 | Living things and their habitats | * 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 living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things | Animals including humans | * 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 * construct and interpret a variety of food chains, identifying producers, predators and prey |
| History | Holidays through the ages  (Thomas Cook, the first package holiday) | A Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – changes in an aspect of social history |  |  |

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| Geography | Coasts – tourism, erosion, rivers meeting the sea, land use, trade links | * Locational knowledge – name and located counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * Human geography – including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |  |  |
| D&T |  |  | Winter soup – plant winter vegetables.  Plan and make soup and bread. | * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| Art | Hokusai – The Great Wave | * record their observations and use them to review and revisit ideas * improve their mastery of art and design techniques * taught about great artists, architects and designers in history |  |  |

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| PE | Hockey (Y4)  Gymnastics 1 (Y3)  Y4 Swimming | Refer to PE Hub   * play competitive games * develop flexibility, strength, technique, control and balance * swim competently, confidently and proficiently over a distance of at least 25m * use a range of strokes effectively * perform safe self-rescue in different water-based situations | Football (Y3)  Gymnastics 2 (Y3)  Y4 Swimming | Refer to PE Hub   * play competitive games * develop flexibility, strength, technique, control and balance * swim competently, confidently and proficiently over a distance of at least 25m * use a range of strokes effectively * perform safe self-rescue in different water-based situations |
| Music | Charanga – Mamma Mia  Ukulele | Refer to Charanga scheme | Carol concert  Ukulele | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| RE |  |  | Names of Allah  Descriptions of God  Christmas |  |
| PSHE | It’s our world  Responsibility - Value | Refer to SEAL (Ealing LA Scheme) | Responsibility - Value |  |
| Computing | Programming | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly |  |  |
| MFL | Catherine Cheater  Early Start | * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | Catherine Cheater  Early Start |  |
| Visits | tbc | |  | |
| Events | Harvest, bonfire night, Remembrance Day, Nativity, Carol Concert, Christmas lunch, Pantomime | | | |