

Autumn 2019 Year 3 and 4 Curriculum B

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| Years 3 and 4 | Autumn 1  | National CurriculumPupils should be taught to: | Autumn 2 | National CurriculumPupils 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. |
| ScienceYear 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
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| ScienceYear 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
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| 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
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| 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
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| 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
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| Music | Charanga – Mamma MiaUkulele | Refer to Charanga scheme | Carol concertUkulele | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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| RE |  |  | Names of AllahDescriptions of GodChristmas |  |
| PSHE | It’s our worldResponsibility - 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
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| MFL | Catherine CheaterEarly 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 CheaterEarly Start |  |
| Visits | tbc |  |
| Events | Harvest, bonfire night, Remembrance Day, Nativity, Carol Concert, Christmas lunch, Pantomime |