| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Topic** | **Topic and Question:** **Tribal Tales - What would Britain have looked like 5000 years ago?** | | **Topic and Question:** **Tremors – What impact do tremors have on the world?** | | **Topic and Question:** **Predators – What makes an effective predator?** | |
| | **Hook:** Tribal tale around the fire pit in the orchard | | **Hook:** Making a 3d volcano erupt | | **Hook:** Animal habitat hunt – **(Clues and questions)** | |
| | **Visit:** Forest schools | | **Visit:** Local walk | | **Visit:** Wildlife park / Chester Zoo | |
| | **Exhibition:** Time line around the classroom with work linked etc | | **Exhibition:** Presentation of children's learning including music | | **Exhibition:** Dance / drama (Circle of life lion king) | |
| **P.S.H.E** | **Aspiration** Be the best you and be The caring school – Y3 objectives | **Wellness** Feelings friends and friendships  Y3 objectives | **Wellness** Lost separation and relationships  Y3 objectives | **Wellness** My healthy body, food and healthy eating Taking responsibility for my healthy lifestyle  Y3 objectives | **Social Awareness** Rights and responsibilities globe and global citizenship Y3 objectives | **Wellness** • Drugs •  SRE (Taught in split – Y3 – Y4) |
| **R.E** | **Aspiration** What makes Jesus inspirational?  Y3 objectives | | **Social Awareness** What is it like to be Hindu?  Y3 objectives | | **Wellness** Peace and strength through Christian worship  Y3 objectives | |
| **French** | **Getting to know you (Y3)** Hello Name How are you? Goodbye 1-10 How old are you? | **All about Me (Y3)** Classroom instructions Body Actions Colour Clothes | **Time (Y3)** 11-31 Days Months Birthdays Date Yesterday, today and tomorrow | **Counting** 1-10 **(Getting to know you Y3)** 11-31 **(Time Y3)** Counting in tens **(All around town Y4)** Counting to 100 **(All around town Y4)** | **Where in the world?** U.K Where speaks French? Equator Continents Animals Which continent are they from? | **On the move** Transport How do you get to school? Directions I like to move it How do I get to..? We all to together | **All around town** Where do you live? In my town Counting in tens Counting to 100 My address How do you say...? | **Telling the Time** O'clock, half past My day What's on TV? Quarter past and quarter to School day Maths lesson on time | **Holidays and hobbies** Seasons Weather Weather around the world Holidays Sports hobbies |
| **Music** | Develop and understanding of music though the Ages.  **Historical Periods**  Stone Age music/campfire song  (Pitch, duration, dynamics, tempo, timbre, texture) play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Playing 3 notes on a recorder with a degree of accuracy and composing bars of music. | | ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music  Listen to recordings of volcanic noise, Create atmospheric volcano soundscape.  Add sound effects to Pompeii poetry  ▪ listen with attention to detail and recall sounds with increasing aural memory  Volcanic noises.  . (Pitch, duration, dynamics, tempo, timbre, texture) | | ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Famous composers Study work by Andrew Lloyd Webber.  **Aspiration** | |
| | Stave Minim  Crochet  Semi-breve Sections Harmonies Quaver | | Reviewing, Adapting Beat Texture Different traditions | | Live music Famous composers Musicians Contemporary music Ensemble contexts Musical notation Expression | |

| | Accuracy<br>Fluency<br>Control | | | | | |
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| **P.E**<br>**Wellness** | **Indoor: Bench ball**<br>**Outdoor: Tag Rugby**<br>***Swimming Y4** | **Indoor: Dance**<br>**Outdoor: Netball** | **Indoor: Gymnastics**<br>**Outdoor: Hockey** | **Indoor: Gymnastics**<br>**Outdoor: Outdoor Adventure** | **Indoor: Dance**<br>**Outdoor: Cricket** | **Indoor: Athletics**<br>**Outdoor: Rounders** |
| heart rate<br>oxygen<br>blood<br>working muscles<br>warm up<br>injury – pulled muscles<br>sprains<br>strains<br>breathing rate<br>perspiration<br>lifestyle<br>pulse rate<br>recovery rate demonstrate<br>improvement<br>critique<br>achieve<br>reaction time<br>athlete<br>sportsmanship<br>honourable<br>nutrition<br>special | Competitive, attacking, defending, hand-eye co-ordination, agility<br>swim<br>water safety confidence<br>front crawl, backstroke breaststroke<br>length<br>width<br> safe self-rescue<br>reaction time | Competitive agility<br>co-ordination<br>hand eye co-ordination<br>extend | Competitive<br>agility<br>co-ordination<br>hand eye co-ordination<br>extend, flexibility, strength, technique | Competitive<br>agility<br>co-ordination<br>hand eye co-ordination<br>extend, flexibility, strength, technique | Competitive<br>agility<br>co-ordination<br>hand eye co-ordination<br>extend | Competitive<br>agility<br>co-ordination<br>hand eye co-ordination<br>extend, athletics, athlete, reaction time |
| **Science**<br><br>**Conclusions**<br>**Fair test**<br>**Naturally Occurring Pattern**<br>**Scientific enquiry**<br>**Primary Source**<br>**Secondary source**<br>**Practical Enquiry**<br>**Process**<br>**Systematic**<br>**Labelled Diagram**<br>**Standard Units**<br>**Key**<br>**Bar Chart**<br>**Prediction**<br>**Evidence**<br>**Similarities**<br>**Differences**<br>**Data**<br>**Factors**<br>**Effects**<br>**Equipment**<br>**Thermometer**<br>**Data Logger** | **Light**<br><br>recognise that they need light in order to see things and that dark is the absence of light<br>notice that light is reflected from surfaces<br><br>recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>recognise that shadows are formed when the light from a light source is blocked by an opaque object<br><br>find patterns in the way that the size of shadows change | **Forces and Magnets**<br><br>compare how things move on different surfaces<br>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance<br><br>observe how magnets attract or repel each other and attract some materials and not others<br>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<br>describe magnets as having 2 poles<br><br>predict whether 2 magnets will attract or repel each other, depending on which poles are facing | **Rocks**<br><br>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br><br>describe in simple terms how fossils are formed when things that have lived are trapped within rock<br><br>recognise that soils are made from rocks and organic matter | **Plants**<br>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br><br>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<br><br>investigate the way in which water is transported within plants<br>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Animals inc humans Y3**<br><br>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<br><br>identify that humans and some other animals have skeletons and muscles for support, protection and movement |

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| | Dark<br>Absence of light<br>Reflected<br>Surfaces<br>Protect<br>Shadows<br>Cast<br>Opaque<br>Light Sources | Direct Contact<br>Indirect Contact<br>Magnetic<br>Attract<br>Repel<br>Respond<br>Poles<br>Behave | Appearance<br>Physical Properties<br>Fossils<br>Organic Matter<br>Sedimentary Rock<br>Wider environment | Function<br>Requirements<br>Nutrients<br>Variety/Vary<br>Transported<br>Pollination<br>Seed Formation<br>Seed Dispersal<br>Reproduction<br>Fertiliser<br>Structure | Nutrition<br>Food Group<br>Carbohydrates<br>Fibre<br>Dairy<br>Protein<br>Grain<br>Poultry<br>Skeleton<br>Muscles<br>Vertebrate<br>Invertebrate<br>Nature reserves<br>Ecologically planned<br>Population<br>Litter<br>Deforestation<br>Digestive system (mouth, tongue, teeth, oesophagus, stomach, small and large intestine)<br>Teeth names<br>Producers<br>Predators<br>Prey<br>Food Chain |
| **Computing** | ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration/use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>How to use internet explorer effectively.<br><br>Researching using a search engine.<br><br>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.<br><br>Being safe online.<br><br>Social awareness | ▪ 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<br><br>Presentation of learning.<br><br>▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration/use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>Researching using a search engine.<br><br>Aspiration | | ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>Movable toy across a grid away from the predator. Spheros.<br><br>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>Programme a bird of prey across its terrain on a grid with hazards.<br><br>▪ 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 sequence, selection and repetition in programme work with variables and various forms of input and output.<br><br>Flow diagram of a food chain.<br><br>Use Paint to create and design an aquatic scene.<br><br>Presentation of the favourite part of the project.<br><br>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.<br><br>Research about insect predators and create a wanted poster. | |

| Art and design | 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]<br><br>Designs of Beaker folk. Draw designs and make clay beaker.<br><br>Iron Age brooch or pin using ICT to design.<br><br>▪ about great artists, architects and designers in history<br><br>Study patterns carved by Neolithic people and make sketches/printing. Re-create on smooth pebbles using black pens.<br><br>**Aspiration** | 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]<br><br>Volcano abstract art with florescent paint colours and pastels.<br>Digital images of rocks/crystals. Photography<br>Pose as the bodies of Pompeii. Make sketches and use clay to create sculptures.<br>Paint rocks to look like volcanic rocks. | 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]<br><br>Peregrine falcon. Draw bird's eye view of landscape.<br>Sketch of tiger.<br>Animal print sketches. |
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| | **Artists**<br>**Artisan**<br>**Scale**<br>**Relief print**<br>**Carve** | **Overlapping**<br>**Similarities**<br>**Differences**<br>**Detailed**<br>**Sculptors**<br>**secondary colours**<br>**foreground**<br>**background**<br>**Overlapping** | **Designers**<br>**Scale**<br>**Detailed** |
| | ▪ 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<br><br>Design and make a hunting tool.<br><br>▪ 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<br><br>Make woven baskets or fishing nets.<br><br>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br><br>Build and evaluate their structure/monument.<br><br>Cooking-bread<br>**Aspiration** | ▪ 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<br><br>3D Volcano<br><br>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br><br>Build the best earthquake proof shelter.<br><br>**Social Awareness** | ▪ 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<br><br>Fabric collage of predator.<br><br>▪ Apply their understanding to programme, monitor and control their products.<br><br>Moving predator. |
| Design brief<br>Criteria<br>Innovative<br>Appealing<br>Annotated<br>Investigate | Sweet<br>Savoury<br>Sour<br>Salty<br>Bitter<br>Spicy<br>Fry<br>Bake<br>Roast | Purposeful<br>Purposefully<br>Exploded diagram<br>Stiffen<br>Mechanism<br>Cams<br>Gears | Pattern pieces<br>Mechanism |

| | Grill | | |
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| | Boil | | |
| | Crafts people | | |
| | Functional | | |
| | Functionality | | |
| **History** | ▪ Changes in Britain from the Stone to the Iron Age.<br><br>Timelines, differences between the Ages, archaeologists, research about Stone Age families, life during the Bronze Age, rise in wealth and trade during the bronze Age, life of Iron Age, Lindow Man, Celtic beliefs, time machines | ▪ Learn about the Roman Empire and its impact on Britain.<br><br>▪ Ancient Rome and Pompeii<br><br>Explore Pompeii, discover casts of Pompeii bodies, explore busy Roman towns. | ▪ a study of an **aspect** or theme in British history that extends pupils' chronological knowledge beyond 1066<br><br>Study the basic history of evolution linked to animals and how this has changed over time.  Charles Darwin's voyage to the Galapagos islands.<br><br><mark>Wellness</mark> |
| Artefacts<br>Historical figures<br>Chronological<br>Dates<br>Time period<br>Era<br>Chronology<br>Nation<br>Chronology<br>Century<br>Decades | Stone age<br>Iron age<br>Bronze age | ▪ | ▪ |
| **Geography** | ▪ 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<br><br>Dig a pit and unearth natural and man-made objects.<br><br>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>Aerial images- which would an archaeologist which to investigate?<br><br>▪ 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<br><br>How did stone age people evolve from hunter gatherers? Has this damaged or improved the enjoinment?<br><br>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>Aerial images of hill forts. Suitable locations. | ▪ 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/ name and locate 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<br><br>Province of Naples Sketch map.<br><br>Compare and contrast.<br><br>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>Rocks in our environment.<br><br>Earth's layers.<br><br>What causes a volcano to erupt?<br><br>Damage caused by an earthquake.<br><br>What's an earthquake? | ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>Investigate where crocodiles and alligators are found.<br><br>Investigate where key animals live.<br><br>▪ 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<br><br>peregrine falcon and habitat and which continents and countries it can be found. Create birds eye view of local landscape. |

| | | What's a tsunami?<br><br>Causes of natural disasters and consequences.<br><br>▪ 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)/<br><br>Equator, longitude, latitude and time zones.<br><br>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>Locations of volcanoes.<br><br>Social Awareness | |
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| | settlements | Artic<br>Antarctic<br>Date time zones<br>Mountains<br>Volcanoes<br>Earthquakes<br>Artic<br>Antarctic<br>Date time zones | N.E, S.E, N.W, S.W |
| **50 Things** | Build a den<br>Learn to juggle<br>Recite a poem<br>Aspiration Social Awareness | Play in the snow<br>Freeze something<br>Attend a school disco | Visit a cave<br>Plant it grow it eat it<br>Name 5 trees by their leaves<br>Wellness |
| **Enterprise** | Collaboration<br>Create<br>Communicate | Account<br>Plan | Initiate<br>Venture | Persuade<br>Analyse | Design<br>Vision | Impact<br>Energy |
| **Core Stories** | Stig of the dump | | Firemaker's daughter | | Sheep pig | |