

Year 3/4 Cycle B	Autumn Term 1 Stone to Iron Age	Autumn Term 2 Egyptians	Spring Term 1 Extreme Earth Rivers	Spring Term 2 Extreme Earth Volcanoes, Earthquakes	Summer Term 1 Ancient Greece	Summer Term 2 Ancient Greece
Values/Hook/ Educational trips	Stone Age hook afternoon Kent Life Stone Age trip	Egyptian dress up day	Fieldwork and art visit to Eynsford river	Volcano VR headset experience	Introduction to Greece	
English (Genres)	Stone Age Boy (narrative) Skara Brae by Dawn Finch (Non-fiction - Holiday Brochure)	Secrets of the Sun King (Diary) Mummies (instructions)	Flood (narrative) The River (poetry)	Earthquakes (non-fiction - explanation) Tsunamis (non-fiction - newspaper)	Theseus and the Minotaur (narrative, persuasive advert and diary)	Greek myth (playscript) Greece (non-fiction - explanation)
Reading for Pleasure	Roald Dahl (George's Marvellous Medicine, The Twits, Esio Trot)	Jacqueline Wilson (Double Act)	Michael Morpurgo (The Butterfly Lion)	Philip Pullam (The Fire-maker's Daughter)	Percy Jackson (The Olympians: The Lightning Thief)	Dick King Smith (Hodgeheg, The Invisible Dog)
Reading	Wandle reading for those accessing phonics and Accelerated Reader programme for majority					
	Focus skill: retrieval	Focus skill: Inference	Focus skill: Language, structure and presentation of text	Focus skill: Language, structure and presentation of text	Focus skill: Summarise	Focus skill: Prediction
Punctuation	Inverted commas Commas after fronted adverbials Exclamation and question marks	Commas after fronted adverbials Exclamation and question marks	Inverted commas Commas after fronted adverbials Apostrophes for plural possession	Inverted commas Exclamation and question marks	Inverted commas Exclamation and question marks Apostrophes for plural possession	Exclamation and question marks Apostrophes for plural possession
Grammar	Revisit Year 2 and 3 skills: Progressive past and present tense Singular possession with apostrophe Subordinating and coordinating conjunctions Direct speech	Present past and perfect tense Fronted adverbials Prepositions Noun phrases Pronouns for cohesion	Present past and perfect tense Fronted adverbials Direct speech Determiners (a, an) Prefixes (super-, auto-, anti-)	Fronted adverbials Direct speech Plural and possessive forms (We were) Plural possession with apostrophe	Revision of all concepts in Terms 2 - 4	
Composition	Editing and proof reading Paragraphs Headings and sub-headings Character, setting and plot	Editing and proof reading Paragraphs Headings and sub-headings	Editing and proof reading Paragraphs Character, setting and plot	Editing and proof reading Paragraphs Headings and sub-headings	Editing and proof reading Paragraphs Headings and sub-headings Character, setting and plot	Editing and proof reading Paragraphs Headings and sub-headings Character, setting and plot
Spelling	Revisit Year 2 spelling curriculum and Wandle phonics	Following Year 3/4 Spelling Programme of Study Appendix 1				
Handwriting	Following School Scheme Letterjoin - practise daily Application of cursive handwriting across the curriculum					
Maths	Year 3 Number: Place Value Number: Addition and Subtraction Year 4 Number: Place Value Number: Addition and Subtraction	Year 3 Number: Addition and Subtraction Number: Multiplication and Division Year 4 Measurement: Length and Perimeter Number: Multiplication and Division	Year 3 Number: Multiplication and Division Measurement: Money Statistics Year 4 Number: Multiplication and Division Measurement: Area Number: Fractions	Year 3 Measurement: Length and Perimeter Number: Fractions Year 4 Number: Fractions Number: Decimals	Year 3 Number: Fractions Measurement: Time Year 4 Number: Decimals Measurement: Money Measurement: Time	Year 3 Geometry: Properties of Shape Measurement: Mass and Capacity Year 4 Geometry: Properties of Shape Geometry: Position and Direction
	Times Tables (taught discretely in short bursts throughout the week Yr3: Recall and use multiplication and division facts for the 3, 4, 8 and 11 multiplication tables. Yr4: Recall and use multiplication and division facts for multiplication tables up to 12x12.					
Science	ROCKS - 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	SOUND - 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	FORCES AND MAGNETS - compare how things move on different surfaces - 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		PLANTS - 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,	WORKING SCIENTIFICALLY SKILLS

	- recognise that soils are made from rocks and organic matter	- find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. Working scientifically skills:	- describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. Working scientifically skills:		and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
RE	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity?	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	HINDUISM What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this?
History	Changes in Britain from the Stone Age to the Iron Age - Chronological knowledge of British history - address and devise historically valid questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information	Achievements of the earliest civilizations - Ancient Egypt. - address and devise historically valid questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of historical information.			Ancient Greece - Greek life and achievements and their influence on the western world. - address and devise historically valid questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of historical information.	The legacy of Greek culture (art, architecture)
Geography	- Name and locate counties and cities of the UK - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Identify human and physical characteristics of UK counties, cities and regions and understand how some of these aspects have changed over time. - Compare regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use, patterns and understand how some of them have changed over time (Yr 4)	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	- Understand the water cycle (physical geography) - Use locational and directional language such as: left, right, near and far to describe the location of features on a map - Use the eight points of a compass, simple grid references (Yr 4 - four figure grid references) , symbols and keys to communicate knowledge of the United Kingdom and wider world (focussing on Europe) - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies - Trip to the river at Eynsford	-Understand what causes volcanoes and earthquakes and their impact (physical geography) . - Create maps (places with famous volcanoes and known for earthquakes) of locations identifying some features using a key (Yr 4 - identifying the patterns of land use)	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Name and locate the countries of Europe (including Russia)? (Yr 4 - explain my own views about locations, giving reasons) - Identify major cities of countries in Europe - Locate geographical regions in Europe and identify their human and physical and human characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?	- Identify the main physical and human characteristics of the countries of Europe? - Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle of a region in the United Kingdom and a region in a European country? (Athens - Greece) - Can I describe key aspects of human geography including settlements and land use of a region in the United Kingdom and a region in a European country? (Athens - Greece) - Describe geographical similarities and differences between a region in the United Kingdom and a region in a European country (Athens - Greece) and other European countries.
Music	Recall sounds with increasing aural memory (Stone Age rap)			Play and perform in ensemble contexts using their voices (Easter performance)	Develop an understanding of the history of music (Greeks)	Understand staff and musical notation
Art	Cave drawings (charcoal, paint) Andy Goldsworthy - know about his work and create own work inspired by him. 	Hieroglyphic art (drawing painting - revisit secondary colours and tone)	Turner style river sketching in Eynsford - show shading using pencils Turner - warm and cold colours - watercolour techniques (washes and bleeds)	Volcano sketches (pencil) Volcanoes (pastels, chalk etc)	Ancient Greece architecture (Athens ruins) Review and revisit artwork	Greek vases (clay)

DT	<p>Stone Age house</p> <ul style="list-style-type: none"> - DESIGN - computer-aided design - MAKE - EVALUATE 	<p>Egyptian shaduf (levers)</p> <ul style="list-style-type: none"> - DESIGN - annotated sketches and cross sectional and exploded diagrams - MAKE - use a wider range of materials - construction materials - EVALUATE - against their design criteria 		<p>Volcano structure including science (chemical reaction to create eruption)</p>	<p>Greek food (tsasiki, Greek salad, feta, halloumi kebabs)</p> <ul style="list-style-type: none"> - Seasonality, growth, process of food. - Prepare and make savoury dishes using different techniques - Healthy diet 	<p>Textiles - Greek Chitons for teddies</p> <ul style="list-style-type: none"> - DESIGN - - MAKE - running stitch - EVALUATE
Computing	Connecting computers	Stop frame animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs
MFL (French)	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
PE	Netball Gymnastics	Dance - Walk like an Egyptian Dodgeball	Yoga Hockey	Tag Rugby OAA`	Rounders Swimming	Athletics Swimming
RSHE	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences Group decision making</p> <p>Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others</p> <p>Understanding influences Understanding bullying</p> <p>Problem-solving Identifying how special and unique everyone is</p> <ul style="list-style-type: none"> • First impressions 	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams</p> <p>Achieving goals Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics Smoking</p> <p>Alcohol Assertiveness</p> <p>Peer pressure Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>