

Topic Overview

Year 3/4 - Rotation B



Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Stone Age Boy</p> <p>The Secrets of Stonehenge</p> <p>How to Wash a Woolly Mammoth</p>	<ul style="list-style-type: none"> To write single clause sentences. To write multi-clause sentences using coordinating conjunctions To write multi-clause sentences using subordinating conjunctions To use modal verbs To write instructions <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Diary Entry as Stone Age Boy Exploding Book about Stonehenge Instruction text about how to wash a mammoth 	<p>History</p> <ul style="list-style-type: none"> To identify changes in Britain from the Stone Age to the Iron Age To describe similarities and differences between people, events and objects over time To use dates to place events, artefacts and historical figures on a timeline To study two accounts of the same event, exploring similarities and differences. To refer to more than one source of evidence for more accurate understanding of events To use subject related vocabulary and: century, decade, BC, AD To describe similarities and differences between people, events and objects over time To understand that changes occur over time. Add evidence and dates to timeline to represent this To use dates and historical terminology to describe events To explore main events and changes in history, giving causes and consequences To use subject related vocabulary: during, chronology, era, dates, time period, change <p>Geography</p> <ul style="list-style-type: none"> To use maps, atlases and digital mapping to locate places in the UK. To understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom <p>Art</p> <ul style="list-style-type: none"> To sketch lines and shapes from first hand observation To understand how to consider and design a model from 3D perspective To explore the properties and use of charcoal To record patterns and colours from first hand observations <p>Computing</p>	<p>Portals of the past.</p>	<ul style="list-style-type: none"> 'Exploding Book' about Stonehenge Cave Drawing Artwork Diary entry of a Stone Age child Instructions for washing a woolly mammoth

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Topic	Stone Age to Iron Age (6 weeks)	<ul style="list-style-type: none">• To use search technology effectively, appreciating how results are selected and ranked, and evaluating content• To 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• Make appropriate internet searches with increased accuracy, demonstrating an understanding of web crawlers and search algorithms• Understand what online content is age-appropriate for LKS2 including video games	An illustration of four Stone Age characters. On the left, a man with a beard and a bow. In the center, a child sitting on the ground. On the right, a woman with a spear and a man with a spear. They are all wearing simple, primitive clothing.

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Topic	Let There Be Light (6 weeks)			
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Dark by Lemony Snicket</p> <p>Prince of Fire</p>	<ul style="list-style-type: none"> To use adverbs To use fronted adverbials To use commas after fronted adverbials <ul style="list-style-type: none"> To use prepositions <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Graphic novel Poem about light High tempo action scene 	<p>Science Year 4 - Sound</p> <ul style="list-style-type: none"> 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 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 <p>Religious Education</p> <ul style="list-style-type: none"> Light and Advent Divali (Light as a symbol/good and evil/avatar) Advent (Prophecy/ritual/symbol) I can describe which religious festivals share common themes, but have unique meanings to each faith I can compare what light symbolises in each religion I can explain why light is important in each of the religions Stuff, the stories behind celebration of light in each of the religions <p>Computing</p> <ul style="list-style-type: none"> To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting data and information To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <p>Art</p> <ul style="list-style-type: none"> To adapt and improving designs and prints To learn how to mix and match colours using dry materials eg blending, layering colour 	<ul style="list-style-type: none"> Forest school christingles 	<ul style="list-style-type: none"> Poem, published on google classroom Rangoli Prints Digital Christmas Card

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- To use correct stitching to join materials
- To add a decorative finish using a suitable technique



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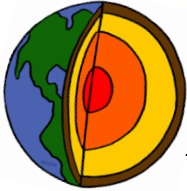
Topic	Extreme Earth (6 weeks)
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Pebble in my Pocket</p> <p>Earth Shattering Events</p> <p>Anthology of Amazing Women (Mary Anning Page)</p>	<ul style="list-style-type: none"> • To use a range of sentence structures within my writing (single clause, multi-clause using co-ordination and subordination) • To select and use vocabulary that enthuses the reader (synonym work) • To use expanded noun phrases • To assess the effectiveness of their own and others' writing and suggest improvements • To use inverted commas to show direct speech. • To use a range of sentence starters (adverbs, conjunctions, prepositions, subordinate clauses, -ing, -ed) <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Setting Descriptions throughout History (based on the pebble's journey) • Non-chronological report about a natural disaster • Biography about Mary Anning 	<p>Geography</p> <ul style="list-style-type: none"> • To describe and understand key aspects of physical geography including key topographical features and land patterns • To understand how some key aspects have changed over time • To use maps, atlases, globes and digital/computer mapping to locate countries • To describe features studied using geographical vocabulary. • To describe and understand key aspects of physical geography including volcanoes and earthquakes • To use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world <p>Computing</p> <ul style="list-style-type: none"> • To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting data and information • Chromebook webpages <p>Art</p> <ul style="list-style-type: none"> • Chris Coady - To record patterns and colours from first hand observation (watercolour pencils) <p>Science</p> <p>Science Year 4 - States of Matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> • Volcano Eruptions 	<ul style="list-style-type: none"> • Volcano description on printed background • Non-Chron Report (web pages)

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Topic	Healthy Me! (6 weeks including performance preparation)
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Heart and the Bottle</p> <p>Healthy Body Non-Fiction Book</p> <p>Recipe Book/Text TBD</p>	<ul style="list-style-type: none"> To use apostrophes to spell contracted word forms. To understand the difference between plural and possessive (-s) To use apostrophes to show possession <ul style="list-style-type: none"> To use determiners To use the correct form of a or an according to the first letter of the next word <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Recipes Letter to Oliver Jeffers Interactive Flapbook about the Digestive System 	<p>Science Year 4 - Animals Including Humans.</p> <ul style="list-style-type: none"> 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 <p>DT</p> <ul style="list-style-type: none"> To use correct utensils to hygienically prepare food To combine and or cook a variety of healthy dishes <p>Religious Education</p> <ul style="list-style-type: none"> To understand and explore the religion of Buddhism 	<ul style="list-style-type: none"> Use of cooking rooms Dental nurse visit tbc Year 3/4 Performance 	<ul style="list-style-type: none"> Recipe Book Digestive System Flap book Letter to Oliver Jeffers 3D Model of Teeth

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Topic	Rise of the Robots (6 weeks)
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Iron Man</p>	<ul style="list-style-type: none"> To organise paragraphs around a theme To write consistently in the correct tense To use the present perfect form of verbs To use inverted commas to show direct speech (revisit) <p>Outcomes:</p> <ul style="list-style-type: none"> Letter to Iron Man Newspaper Article about Iron Man 	<p>Science Year 4 - Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors <p>Computing</p> <ul style="list-style-type: none"> To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>DT</p> <ul style="list-style-type: none"> Produce designs with a clear purpose Select materials carefully to suit the design and use. Select appropriate techniques to construct products <p>Art</p> <ul style="list-style-type: none"> To continue to sketch lines and shapes in the style of Chris Mould 	<ul style="list-style-type: none"> Robot/technology visitor in with equipment for chn to use Trip TBD Winchester science 	<ul style="list-style-type: none"> Newspaper Article Wild Robot Narrative Robot 'mechanical' sketches Science experiment write up

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Topic	Normans (coming soon)
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
	<ul style="list-style-type: none"> • To use relative pronouns. • To identify and use embedded clauses <p>Outcomes: Written narrative</p> <ul style="list-style-type: none"> • To use and identify possessive pronouns • To use standard English forms for verb inflections <p>Outcomes:</p> <ul style="list-style-type: none"> • Diary Entry based on Oliver Crisp's adventures exploring the islands • Speech or Letter (child's choice) persuading island's not to vote for the Thurlstone to win the seawig competition. 	<p>Science Year 4 - Living things and their habitats</p> <ul style="list-style-type: none"> • 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 <p>Computing</p> <ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>Art</p> <ul style="list-style-type: none"> • To mix secondary / tertiary colours and tones • To be able to experiment with and explore brush strokes 		

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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
	<ul style="list-style-type: none"> To use and identify possessive pronouns To use standard English forms for verb inflections <p>Outcomes:</p> <ul style="list-style-type: none"> Diary Entry based on Oliver Crisp's adventures exploring the islands Speech or Letter (child's choice) persuading island's not to vote for the Thurlstone to win the seawig competition. 	<p>Geography</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans To describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns To use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world <p>Art</p> <ul style="list-style-type: none"> To sketch lines and shapes from first hand observation To understand how to consider and design a model from 3D perspective To learn about great artists, architects and designers in British history. <p>Computing</p> <ul style="list-style-type: none"> To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting data and information <p>Religious Education</p> <ul style="list-style-type: none"> Sharing and community 	tbc	tbc