

Curriculum plan

Year 3 and 4 2014-2015

	Writing across the curriculum	Maths across the curriculum	Science	History	Geography	Art/D.T	MFL	Music	Computing
Autumn A <b>Vicious Vikings</b> <b>7 weeks</b>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Procedure or instruction</li> <li>• Narrative</li> <li>• Report</li> <li>• Explanation</li> <li>• Argument</li> <li>• Persuasion</li> <li>• Poetry</li> </ul>		<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having 2 poles</li> </ul>	<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Viking raids and invasion</li> <li>• a local history study</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (York)</li> </ul>	<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• (in terms of Vikings use of trade and comparing with today)</li> </ul>	<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history (Vikings as designers of boats and armor)</li> </ul>		<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>• improvise and compose music</li> </ul>	

			<ul style="list-style-type: none"> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>						
<b>A sharks tale</b> Autumn B <b>8 weeks</b>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Procedure or instruction</li> <li>• Narrative</li> <li>• Report</li> <li>• Explanation</li> <li>• Argument</li> <li>• Persuasion</li> </ul>		<b>Key objectives</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• (Francis Drake, Raleigh -- Elizabeth)</li> </ul>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history (Elizabeth 1 paintings – propaganda)</li> </ul>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>
Spring A <b>Natural Disasters</b> <b>6 weeks</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Narrative</li> <li>• Report</li> <li>• Explanation</li> <li>• Argument</li> <li>• Persuasion</li> </ul>		<b>Key objectives</b> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their</li> </ul>	<b>Key objectives</b>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical</li> </ul> </li> </ul>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>

			<p>appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>		<p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>				
<p>Spring B <b>Rumble in the Jungle</b> 5 weeks</p>	<ul style="list-style-type: none"> <li>Recount or instruction</li> <li>Narrative</li> <li>Report</li> <li>Persuasion</li> </ul>		<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering</li> </ul>	<p><b>Key objectives</b></p>	<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a <b>region in North or South America</b></li> </ul>	<p><b>Key objectives</b></p>	<p><b>Key objectives</b></p>	<p><b>Key objectives</b></p>	<p><b>Key objectives</b></p>

			plants, including pollination, seed formation and seed dispersal						
Summer A <b>Shakespeare</b> 6 weeks	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Procedure or instruction</li> <li>• Report</li> <li>• Explanation</li> <li>• Persuasion</li> <li>• Poetry</li> </ul>		<b>Key objectives</b>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Elizabeth 1</li> </ul>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>
Summer B <b>Beautiful Britain</b> 7 weeks	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Procedure or instruction</li> <li>• Narrative</li> <li>• Report</li> <li>• Explanation</li> <li>• Argument</li> <li>• Persuasion</li> </ul>		<b>Key objectives</b> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the size of shadows</li> </ul>	<b>Key objectives</b> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<b>Key objectives</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>	<b>Key objectives</b>

			change		changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom				
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