

YEAR THREE

YEAR FOUR

Autumn

Spring

Summer

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Spring

Summer

TOPIC TITLE

Tribal Tales

A study on The Stone Age to the Iron Age in Britain

Gods and Mortals

A study on Ancient Greece

Flow

A study on rivers and the water cycle

I am Warrior

A study on the Romans and Roman Britain

Traiders and

Raiders

A study on the Anglo Saxons and The Vikings

Misty Mountain

Sierra
A study on mountains, Earthquakes and Volcanoes

READING TEXT

Stone Age Boy
Stig of the Dump

Greek myths for young children (Usborne)
Heather Amery
Helping Hercules -
Francesca Simon

Flood Picture book
Swallows and Amazons by
Arthur Ransome
The wind in the willows
(Vinatge classics)by
Kenneth Grahame

Boudicca - Emma Fischel

The Saga of Eric the
Viking - Terry Jones

The Hobbit - J.R.R
Tolkien
The Mountain of
Adventure - Enid Blyton

ENGLISH

The Write Stuff by Jane Considine

Writing to entertain: story, creative viewpoint from a traditional tale.
Writing to inform: information text, explanation text.
Writing to persuade: formal letter, holiday brochure.

The Write Stuff by Jane Considine

Writing to entertain: story, creative viewpoint from a story.
Writing to inform: explanation text. Newspaper report.
Writing to persuade: formal letter, holiday brochure.

Handwriting: Kinetic Letters
Spelling: No Nonsense Spellings

Handwriting: Kinetic Letters
Spelling: No Nonsense Spellings

MATHS

Number and place value (count, read, write, order and compare numbers up to 1000 in words and digits) addition, subtraction, multiplication and division.

Fractions (using unit and non-unit fractions, order and compare fractions, add and subtract fractions with the same denominator), measure (time to the nearest minute, comparing, adding and subtracting units of length, mass and capacity and perimeter), geometry (identify and draw 2D shapes)

3D shapes and properties, types of lines and symmetry, angles (less than/more than a right angle), Identifying and drawing 2D shapes, Statistics - present and interpret data from bar charts, pictograms and tables.

Number and place value (count, read, write, order and compare numbers to 10,000 in words and digits, count back to include negative numbers, Roman numerals to 100), addition, subtraction, multiplication and division.

Fractions and decimals (add/subtract fractions resulting in a whole number, find decimal equivalents, round and compare decimals up to 2dp), measure (estimate, compare and calculate units of measure and calculate area and perimeter and time), 2D shapes and properties.

Types of triangles and angles, reflection of shapes, translations and coordinates, present and interpret data from bar charts and time graphs.

SCIENCE

Rocks
(Chemistry)

Animals, including humans
(Biology)

Plants
(Biology)

Living things and their habitats
(Biology)

Animals including humans
(Biology)

Sound
(Physics)

Forces and magnets
(Physics)

Light
(Physics)

Scientific Enquiry

Living things and their habitats - Conservation
(Biology)

Electricity
(Physics)

States of Matter
(Chemistry)

WIDER CURRICULUM

HISTORY	Life in Britain from The Stone age to The Iron age.	The Ancient Greek Civilisation, Alexander the Great	The Legacy of the Ancient Greeks	How the Romans conquered Britain and The Roman Empire	Anglo Saxons and Vikings, cause and consequence of the Viking invasion in Britain, the reign of the Kings of England from King Alfred to Edward the confessor	
Black History Month	Significant Individuals: Mary Seacole (nurse) Pablo Fanque (circus), Walter Tull (soldier & footballer) Malorie Blackman (author Lewis Hamilton (sportsman) Theme: Success and achievement: To celebrate the contributions of Black Britons to society, art and culture.			Significant Individuals: Lewis Latimer (US inventor), Jesse Owens (US sprinter), Katherine Johnson (NASA scientist), Lilian Bader (RAF) Theme: Success and achievement: To learn about the discrimination that significant black figures experienced and how they overcame this adversity.		
GEOGRAPHY	Geographical characteristics of the four countries of the UK, Skara Brae, settlements	Locating and comparing Greece to the UK	River features and the water cycle	Locating the countries of Europe (including Russia), comparing Britain and Italy, geographical characteristics of Rome	The structure of the Earth and Earthquakes	Mountains, Volcanoes, contour lines and using ordnance survey maps
ART AND DESIGN	Drawing Techniques :	Sculpture	Painting and Printing:	Sculpture	Drawing Techniques	Painting and Printing
	Stonehenge sketching	Greek pots	Rivers	Roman busts	Anglo Saxon art and Celtic knots	Japanese art - screen printing
DESIGN AND TECHNOLOGY	Textiles: Nets and sewing	Cooking and nutrition: A healthy Greek savoury dish	Mechanisms: cam mechanisms	Materials: sewing and making a Roman tunic	Cooking and nutrition: A vegetable stew	Electrical circuits
P.E	Fitness and Dance	Gymnastics and Orienteering	Athletics and Hockey	Fitness and Dance	Gymnastics and Orienteering	Athletics and Football
	Keeping Fit and Healthy			Keeping Fit and Healthy		
COMPUTING	Computer networks	Internet searching Software (PowerPoint)	Coding	Coding and programming	Animation	Search technologies and hardware: parts of a computer
MUSIC CHARANGA MUSIC MODEL	Unit 1: Writing Music Down Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These	Unit 3: Compose Using Your Imagination Use your imagination when creating your compositions in this unit. What do you see when you close your	Unit 5: Enjoying Improvisation Exploring the structure of songs is interesting and important. There are patterns in songs that you	Unit 1: Musical Structures Musical sections that repeat or change help create the structure, or a form, of a piece of music or a song. Look for patterns in	Unit 3: Compose with Your Friends When you are composing music together, there is a lot to remember! Music is often written based on	Unit 5: Expression and Improvisation Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation

CURRICULUM	symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.	eyes? Can you write a melody or find sounds that represent the story you want to tell?	will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?	the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.	various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final - like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.	more expressive in this unit, add dynamics.
	<p><u>Unit 2: Playing in a Band</u> Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p>	<p><u>Unit 4: More Musical Styles</u> Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p>	<p><u>Unit 6: Opening Night</u> Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p>	<p><u>Unit 2: Exploring Feelings When You Play</u> Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p>	<p><u>Unit 4: Feelings Through Music</u> Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p>	<p><u>Unit 6: The Show Must Go on!</u> Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p>
R.E	<p>What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living (Sikhs)</p> <p>What is it like to be a Hindu? Community, Worship, Celebration. (Hindus)</p>	<p>What are the deeper meanings of festivals? (Sikhs, Muslims, Christians)</p> <p>What do Christians learn from the Creation story? (Christians)</p>	<p>What is the 'Trinity' and why is it important for Christians? (Christians)</p> <p>Values: What matters most? Christians and Humanists. (Christians, Humanists)</p>	<p>What is it like to be Jewish? Family, synagogue and Torah (Judaism)</p> <p>What kind of world did Jesus want? (Christians)</p>	<p>Why do Christians call the day Jesus dies 'Good Friday'? (Christians)</p> <p>For Christians, when Jesus left, what was the impact of Pentecost? (Christians)</p>	<p>Keeping the 5 pillar of Islam (Muslims)</p> <p>Why does the Prophet matter to Muslims? (Muslims)</p>

MFL	Spanish Phonetics 1 and 2 (C) I'm learning Spanish (E) Continuation of unit I'm Learning Spanish (E) Core Vocabulary- Days of the week, Months of the year, Classroom Commands, Salutations (C)	Spanish Animals (E) Fruits (E)	Spanish Seasons (E) I can (E)	Spanish Recap from Year 3- Phonetics 1 and 2 (C) Selection of core vocabulary lessons- (C) Fruits and Vegetables (E)	Spanish The shapes (E) The weather (I)	Spanish Classroom (I) My Home (I) Phonetics 1 and 3 (C) Recap- selection of core vocabulary lessons (E)
RHE Main Scheme - Jigsaw	Being me in My World - Valuing myself and others, understand behavior brings rewards and consequences, working cooperatively in a group. Celebrating Difference - Understanding everyone's family is different, know what it means to be a witness to bullying, recognize some words are hurtful.	Dreams and Goals - Identify a dream/ambition important to me, being motivated and enthusiastic about new challenges, how to overcome obstacles Healthy Me - understand how exercise affects my body, explain knowledge and attitude towards drugs and identify when something feels safe or unsafe.	Relationships - Putting into practice skills of being a friend, know strategies for staying safe online, identify how my life is different to other children around the world. Changing Me - Understand how babies and animals grow, recognise some of the differences between boys and girls, identify what to look forward to next year	Being me in My World - know attitudes and actions make a difference to the team, take on a role in group activities and design a learning charter Celebrating Difference - Accept people for who they are, understand sometimes bullying is hard to spot, identify what is special about me and value how I am unique	Dreams and Goals - Explain some hopes and dreams, understand hopes and dreams sometimes don't come true, working out steps to achieve a goal. Healthy Me - Understand how different friendship groups are formed and how I fit in, understand facts about smoking and effects on health, have a clear picture of what is right or wrong.	Relationships - Recognise jealousy, recognize how friendships change and how to make new friendships, know how to show love and appreciation to the people and animals who are special to me. Changing Me - Understand personal characteristics come from parents, know how change happens apply to changes I want to make, Identify what to look forward to next year.