YEAR 3/4 Cycle B	Egypt	Rainforests	WWII

R.E. (Year 5 cycle)	**Creation** The Sacrament of Baptism. The Call of the disciples Elements of the Hindu faith **Catholic Social Teaching** Being a Good Neighbour. St Paul's letter to the Corinthians Introduces themes of Catholic Teaching. Building bridges not walls **Advent** Advent as a time of preparation. The story of the Annunciation. Recognising Jesus in the World	**Christmas** The birth of Jesus through the eyes of the shepherds **Revelation** The Presentation and Baptism of Jesus. Explores the Liturgy of the Word. Looks at what Sikhs do at the Gurdwara, Sikh festivals. **Lent** Looks at how Jesus changed the people he met. How prayer deepened Jesus' relationship with his Father. Prayer life in the Jewish faith.	**Holy Week** The events of Holy Week with particular focus on the Last Supper and its role in the Mass **Easter** Symbolism of the Easter season. Focus on Jesus' appearance to his disciples. Hindu worship. **Pentecost and Mission** The effect of the Spirit and the role of the Holy Spirit in the Eucharistic Prayer **Other Faiths**
R.H.E.	**Module Two: Created to Love Others** **Unit 3: Keeping Safe** Keeping Safe incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert Dr Datfa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations. **Module 3: Created to Live in Community** LKS2 Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.		**Module 1 - Created and Loved by God** **(Unit 2- Me, My Body, My Health)** In Unit 2 – Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.
ENGLISH	**Autumn 1** Information text (Ancient Egyptian farming) Playscript (the myth of Osiris, Isis and Seth) Descriptive writing (the pyramid at Giza) Poetry (based on Egyptian pyramids) Recounts (diary as a Pharaoh) **Autumn 2** Newspaper reports (the discovery of Tutankhamun) Balanced arguments (Would it be better to live in Ancient or Modern day Egypt?) instruction texts (The mummification process)	**Autumn 1** Letter writing (postcard to a friend from the rainforest) Non-fiction texts (layers of the rainforest) Setting description (in the rainforest) Adventure story writing (journey through the Amazon) **Autumn 2** Explanation text (Should homework be banned/ How do muscles work? Science related) Balanced argument (class debate) Balanced argument (Should deforestation be banned?) Poetry (Based on the rainforest)	**Autumn 1** Recount (child's perspective the day that war was declared) News report (the evacuation of Dunkirk) Play script (short excerpt on the evacuation of Dunkirk) Newspaper report **Autumn 2** Explanation text (how did an Anderson shelter work?) Character descriptions (WWII evacuees) Narrative Writing (based on evacuation) Biographies (Winston Churchill)

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<tr>
<td>MATHS</td>
<td><u>Autumn 1</u>
Number and Place Value –Recognise and partition numbers in different ways up to 1,000. Find 10 or 100 more or less than a given number and rounding numbers to the nearest 10, 100 or 1,000.
Addition and Subtraction – Add and subtract mentally across 10 and 100. Use column method of addition and subtraction including regrouping. Solve addition and subtraction word problems.
Multiplication and Division – Times table work, multiplying multiples of ten, written methods for multiplication including partitioning and short multiplication. Solve multiplication and division word problems.
Measure – Find perimeter of a shape.

<u>Autumn 2</u>
Number and Place Value –Read and write numbers up to 1000 in numerals and words, estimate using a number line and order numbers up to 1,000.
Fractions – Add and subtract fractions with the same denominator, solve fractions of amounts, order fractions, solve fraction word problems and recognise fraction/ decimal equivalent for tenths and hundredths.
Decimals - Divide a one or two-digit number by 10s and 100s, compare, order and round decimals.
Measure (Mass and Capacity) - Measure length in m, cm and mm, measure volume in litres and ml and measure mass in kilograms and grams.
Measure (Time) – Tell the time in minutes past and to the hour. Tell the time on a clock with roman numerals.
Shape - Identify horizontal, vertical, parallel and perpendicular lines and compare and classify different types of triangles.
Addition and Subtraction – One and two step addition and subtraction word problems.
Statistics- interpret and present data in pictograms.
Geometry –Christmas coordinates.</td>
<td><u>Spring 1</u>
Number and Place Value – Revision of areas taught and sequences.
Addition and Subtraction – Written methods revision.
Word problems - One and two step addition and subtraction word problems. Multiplication and division word problems and scaling problems.
Fractions and Decimals – Fractions of amounts, 1/10 and 1/100 as decimals, dividing whole numbers by 10s and 100s.
Measure (Time) – Telling the time on an analogue clock, converting analogue to digital time, 12 and 24-hour time.
Shape and Measure – Properties of shape, symmetry and angles, perimeter, translation and measure reasoning problems.

<u>Spring 2</u>
Place Value - Revise partitioning and place value up to 4 digits, use the inverse to check addition and subtraction problems, use the inverse to solve multiplication and division problems.
Fraction - Recognise decimal equivalents for halves and quarters, solve one and two step fraction of amount word problems.
Measure (Mass and Capacity) - To convert between different units of measure.
Measure (Time) To convert between analogue and digital time, solve problems that involve converting units of time (hours and minutes) and calculate the duration of events.
Statistics – interpret and present data in bar charts and line graphs.</td>
<td><u>Summer 1</u>
Shape – Identify properties of quadrilaterals, identify missing coordinates of polygons on a 2D grid and name and describe properties of 3D shapes.
Measure – find the perimeter and area of rectangles and know measure facts involving days, weeks, months and years.
Word problems and Reasoning Skills- Solve missing number problems and 2 step word problems.
Fractions – Adding and subtracting fractions and calculating fraction of amounts.
Number and Place value – Read and write roman numerals to 100.
Statistics – Revise pictograms, bar charts and line graphs.

<u>Summer 2</u>
Place Value – Revise negative numbers and solve negative number word problems. Solve missing number sequences including decimal numbers.
Time – Revise digital and analogue time and solve time word problems calculating elapsed time.
Fractions and Ratio – Solve fraction of amount and ratio word problems and calculate equivalent fractions.
Statistics – Revise interpreting tables, bar charts and line graphs.
Maths class revision – Revise rounding and money problems and additional areas of revision identified by class teachers.</td>
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<tr>
<td>SCIENCE
(year 5 topics)</td>
<td colspan="3">Scientific Skills (See scientific skills document for more detail)
Children Will develop their scientific skills throughout the year with opportunities planned into each topic. They will learn to ask relevant questions, use different types of enquiries, make careful observations, take measurements using equipment and gather, record, classify and present their data in a variety of ways.</td>
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<td>Light

• Recognise that they need light in order to see things and that dark is the absence of light
• Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
• Recognise that shadows are formed when the light from a light source is blocked by an opaque object
• Find patterns in the way that the size of shadows change.</td>
<td>Animals including Humans
• 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.
• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Link To rainforests (Yr 4)
•Recognise that environments can change and that this can sometimes pose dangers to living things.</td>
<td>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, 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.</td>
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	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 Recognise that soils are made from rocks and organic matter.		**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. • Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.
ART	**Topic: Egypt** • Experiment with and expand knowledge of colour, tone by mixing and blending paint, coloured pencil, chalks and oil pastels to create desert sunset pictures. • Research famous Egyptian wall paintings to inspire topic art work including techniques used by the ancient Egyptians. • Use clay to make 'Eye of Horus'- develop fine motor skills to mould clay and create decorative design work using sculpting tools. • Use of card, pencil, paint to design and construct headdress or crown for a god or goddess. • Create a death mask using skills learnt over this unit. • Cartouche • Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork • Appraise/ evaluate own work and that of peers. ORACY	**Topic: Rainforest** • Research rainforest animals- note colours- revisit colour mixing and blending, refining learning to create desired colours. • Sketching and shading techniques using charcoal, pencil and coloured pencil to move from light to dark. • Use skills learnt to paint images of an animal from the rainforest. • Research and discuss work by the **artist Giuseppe Arcimboldo** ORACY • Create painting inspired and in the style of Arcimboldo Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork • Use a sketchbook to for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork • Appraise/ evaluate own work and that of peers. ORACY	**Topic: World War Two** • Research Anderson shelters and create own using card to sculpt model- linked to DT • Research and experiment with different painting techniques to use on Anderson shelter • Research Hugo Boss- discuss design versus function needed for soldier's uniform and then design own- liked to DT- discuss ideas in small groups and as class- ORACY • Look at the buildings designed **by Antoni Gaudi**- discuss style and opinions of the buildings ORACY • Create collage images of buildings using different mediums- cut up paper, fabric, recycled materials. • Use a sketchbook to for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork • Appraise/ evaluate own work and that of peers. ORACY
COMPUTING KAPOW Computing (Year 5)	**Autumn1** **Online safety: Year 3** 1. Beliefs, opinions and facts on the internet 2. When being online makes me upset 3. Sharing of information 4. Rules of social media **Autumn 2** **Networks and the internet** 1. What's a network? 2. A file's journey 3. A website's journey 4. Routers 5. Understanding packets	**Spring1** **Video trailers** 1. Planning a book trailer 2. Filming 3. Editing the trailer 4. Transitions and text 5. Video reviews **Spring 2** **Comparison cards** 1. Records, fields and data 2. Race against the computer 3. Sorting and filtering 4. Representing data 5. Planning a holiday	**Summer 1** **Programming scratch** 1. Tinkering with Scratch 2. Using loops 3. Making an animation 4. Storytelling 5. Programming a game **Summer 2** **Further coding with scratch** 1. Scratch reminder 2. Identifying what code does 3. Introduction to variables 4. Making a variable 5. Times tables project

DESIGN TECHNOLOGY	**Egyptians:** **Make an Egyptian Bread** • Understand and apply the principles of a healthy & varied diet **CST** • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed • Investigate and analyse a range of existing products • Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups • Select from and use a wider range of materials and components (ingredients) according to their functional properties and aesthetic qualities • Evaluate their ideas and products against their own design criteria **ORACY**	**Rainforests:** **Design and make a moving rainforest scene** • Use research and develop design criteria to inform the design of appealing, functional products that are fit for purpose aimed at particular individuals or groups **CST** • Select from and use a wider range of materials and components including construction materials and textiles according to their functional properties and aesthetic qualities • Apply understanding of how to strengthen, stiffen and reinforce more complex structures • Understand mechanical systems in their products (pulleys & cams) • Evaluate their ideas and products against own design criteria and consider the views of others to improve work **ORACY**	**WWII:** **Textiles: Create a soldier bag for gas mask boxes** • Use research and develop design criteria to inform the design of functional products that are fit for purpose • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • Select from and use a wider range of tools and equipment to perform practical tasks accurately • Select from and use a wider range of materials and components including textiles according to their aesthetic qualities **CST** • Understand how key events and individuals in design & technology have helped shape the world **CST** • Evaluate their ideas and products against their own design criteria **ORACY**
GEOGRAPHY	**Egypt** • Locate Egypt on a map. • Understand how the Nile shaped the development of Ancient Egypt.	**Rainforests** • Rainforests around the World - How are rainforests different to other forests? • Climate vs Weather • Layers of the rainforest • Animals of the rainforest • Tribal life in the Rainforest • Comparing tropical and temperate forests • Musical Rainforests • Find out about the effects of Deforestation • Discuss PROs and CONS of deforestation • Learn about the causes and effects of climate change • What we can do to save the rainforest	**WWII** • Use map of Europe. • Work out which countries are Germany's neighbouring countries. • To visualise which countries Hitler started to invade.
HISTORY	**Egypt** • Explore the Ancient Egyptian Creation story and compare with our Creation story. • Find out information about Ancient Egyptian Gods and Goddesses and their importance. • Learn about the mighty rulers of Ancient Egypt. Discover their symbols and crowns. Explore pyramids. • Learn about the structure of Ancient Egyptian Society and compare to our society. • Explore Ancient Egyptian Artefacts and what they tell us about life in Ancient Egypt. • Understand the story of Howard Carter and how he discovered the tomb of Tutankhamun. • Learn to use artefacts to find out more about the lives and believes of people in the past. • Learn about the importance of the Heavy Heart Ceremony and the journey into the underworld. • Learn about the Egyptian Numbering system and compare to ours		**WWII** • Explore and understand the events surrounding the outbreak of war • Learn about and develop an understanding of the events leading up to Dunkirk and the feelings of some of the people involved in the evacuation • Explore and understand the events that led to The Battle of Britain • Understand the impact of the 'Blitz'(bombing of London) on the population • Explore and understand what life was like for evacuees living in the country and explore the emotions felt by evacuated children and their families • Research the extent of the bombing in London during the Blitz • Understand that much of our food and many other resources are imported and learn why rationing was therefore important during WW2 • Learn which vegetables are naturally able to grow in Britain and to begin to understand seasonality

M.F.L. FRENCH	**Year 3** • **Moi – Talking about ourselves and our families.** • **La France – look at where French is spoken around the world. Know how to pinpoint these places on a world map. Understand some of the culture of France.** • **Numbers 1-20.** • **The calendar.** • **Feelings** ○ Appreciate that words and letters in French have different sounds or pronunciation to English. ○ Know that French is spoken in other countries around the world. CST	**Year 3** • **Alphabet** • **Colours** • **Body Parts** • **Numbers 20-31** ○ Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il, elle) with auxiliary verbs avoir and être. ○ Appreciate that words and letters in French have different sounds and pronunciation to English. ○ Recognise plural nouns.	**Year 3** • **Hobbies** • **Pets** • **Likes and Dislikes** • **Food (ready for French café visit)** ○ Begin to recognise 1st, 2nd and 3rd person singular pronouns with action verbs (E.G je danse, tu sautes, il galope, elle court) ○ Knowledge of life in France and Francophone countries including games.
	Year 4 • **Recap of Moi topic but with extension activities to develop their understanding.** • **Recap of numbers. Progressing onto 20-100.** • **Clothing. (link to weather and pocket money)** • **Pocket money** • **On y va! – recap of French geography. Transport** • **Weather** ○ Listen, read and show understanding of short phrases. ○ Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu? ○ Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) ○ Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds. ○ Suggest and use strategies to memorise vocabulary including making connections to other languages. ○ Translate using a bilingual dictionary. ○ Join in with the words of familiar songs, rhymes and stories, some from memory.	Year 4 • **Sport** • **Recap likes and dislikes from year 3.** • **Healthy Eating** ○ Listen, read and show understanding of short phrases. ○ Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu? ○ Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) ○ Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds. ○ Suggest and use strategies to memorise vocabulary including making connections to other languages. ○ Join in with the words of familiar songs, rhymes and stories, some from memory.	Year 4 • **Telling the time** • **Animals** • **Food ready for French café** ○ Listen, read and show understanding of short phrases. ○ Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu? ○ Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) ○ Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds. ○ Translate words using a bilingual dictionary. ○ Join in with the words to familiar songs, rhymes and stories, some from memory.
MUSIC (Year 3 cycle) Delivered via CHARANGA	Autumn 1 Year 4 In2Music Project provided by local music hub **Developing Notation Skills** Home is Where the Heart Is Country Hallelujah Chorus (Handel) Baroque Let's Work It Out Together Pop The Loco-Motion Pop Please Be Kind Pop Autumn 2 **Enjoying Improvisation** Love What We Do Disco Let's Groove (Earth, Wind and Fire) Disco/Funk When the Saints Go Marchin' In Jazz: New Orleans Jaws: Main Theme (Williams) Film Music My Bonnie Lies over the Ocean Folk: Sea Shanty	Spring 1 **Sharing Musical Experiences** Friendship Song Pop A night on a Bare Mountain (Mussorgsky) Romantic Family Rock Double Beat Song Native American Come on Over Gospel Spring 2 **Lent Reflection** **(+Recorder revision)**	Summer 1 **Learning More about Musical Styles** He's Got the Whole Word in His Hands Gospel Porgy and Bess: Summertime (Gershwin) Musicals Why Does Music Make a Difference? Jazz The Young Person's Guide to the Orchestra (Britten) 20th century orchestral Panda Extravaganza Hip Hop Summer 2 **Recognising Different Sounds** Michael Row the Boat Ashore Gospel The Nutcracker Suite Op.71A:Dance of the Reed Flutes (Tchaikovsky) Romantic The Dragon Song Pop The Firebird Suite (Stravinsky) 20th century orchestral Follow Me Hip Hop

PHYSICAL EDUCATION	**Gymnastics** • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Games-Rugby/Lacrosse** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ● use running, jumping, throwing and catching in isolation and in combination; ●play competitive games, modified where appropriate [for example, Tag Rugby, Lacrosse], and apply basic principles suitable for attacking and defending; ●develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; ●compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Dance** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ●develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; ●perform dances using a range of movement patterns; ●compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Games- Netball/Tennis** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ● use running, jumping, throwing and catching in isolation and in combination; ●play competitive game of netball, modified where appropriate and apply basic principles suitable for attacking and defending; ●play competitive game of tennis, modified where appropriate and apply basic principles suitable for attacking and defending; ●develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; ●compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Athletics** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ●use running, jumping, throwing and catching in isolation and in combination; ●develop flexibility, strength, technique, control and balance- throwing, ●compare their performances with previous ones and demonstrate improvement to achieve their personal best **Rounders** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ● use running, jumping, throwing and catching in isolation and in combination; ●play competitive games, modified where appropriate [rounders and kick rounders], and apply basic principles suitable for attacking and defending; ●develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; ●compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Outdoor Adventurous Activities** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ● take part in outdoor and adventurous activity challenges both individually and within a team; ●compare their performances with previous ones and demonstrate improvement to achieve their personal best. Sports day Inter-house Tournaments
VISITS	Topic Day	Rainforest Creatures visit Topic Day	Blenheim Palace