

PHASE 3 YEAR 3/4 AUTUMN TERM YEAR A

EUROPE

<i>Subject</i>	<i>Content</i>
<i>English</i>	<p><i>Key books/ authors:</i></p> <p><i>Seal Surfer by Michael Foreman, The Magpie Song by Laurence Anholt, The Dancing Bear by Michael Morpurgo (Class Novel)</i></p> <p><i>Winter's Child by Angela McAllister, The Ice Palace by Robert Swindells (Class Novel)</i></p> <p><i>Grammar:</i></p> <p><i>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</i></p> <p><i>Spelling:</i></p> <p><i>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</i></p>
<i>Maths</i>	<p><i>White Rose Planning</i></p> <p><i>Year 3- Place Value, Addition and Subtraction, Multiplication and Division</i></p> <p><i>Year 4- Place value, Addition and Subtraction, Multiplication and Division</i></p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
<i>Science</i>	<p><i>Electricity</i></p> <ul style="list-style-type: none"> <li>• <i>identify common appliances that run on electricity</i></li> <li>• <i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i></li> <li>• <i>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</i></li> <li>• <i>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></li> <li>• <i>recognise some common conductors and insulators, and associate metals with being good conductors</i></li> </ul>
<i>Topic- History/</i>	<p><i>Europe</i></p> <ul style="list-style-type: none"> <li>• <i>Locate continents/countries using maps and focus on Europe (world geography games)</i></li> <li>• <i>Look at environmental regions and their human/physical</i></li> </ul>

<b>Geography</b>	<p>characteristics: land use, types of settlement, economic activity and distribution of natural resources.</p> <ul style="list-style-type: none"> <li>• Research major European cities: Investigation into a European city using an investigation sheet to compare it with the Chester. Draw conclusions based on their human and physical characteristics.</li> </ul>
<b>Art</b>	<p>Drawing &amp; landscape watercolour paintings Focus on Artist: Claude Monet</p>
<b>Religious Education</b>	<p>Christianity D- What is my point of view about God and why do people have faith? Christianity E- How did Jesus teach about God and values through parables?</p>
<b>Physical Education</b>	<p>Autumn 1 First 2/3 weeks- Cross Country &amp; Circuit Training, Hockey &amp; Tag Rugby Autumn 2 Indoor Athletics &amp; Basketball</p>
<b>Computing</b>	<p>Audio Capturing images- Photography &amp; iMovie E-Safety (2 Lessons)</p>
<b>Personal Social Health Education</b>	<p>School and class rules</p> <p>Y3-</p> <ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul> <p>Y4-</p> <ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Respecting difference and similarities; discussing difference sensitively</li> </ul>
<b>Design Technology</b>	<p>A lamp (Electrical systems)</p>
<b>Modern Foreign Languages</b>	<p>French Numbers up to 30, Months, Birthdays, Days of the week, Colours, Equipment for school</p>
<b>MUSIC</b>	<p>Notation of music</p>
<b>Visits</b>	<p>MOSI- Electricity Workshop Local Fieldwork Study- Features of our local area</p>

PHASE 3 YEAR 3/4 SPRING TERM YEAR A  
STONE AGE

<i>Subject</i>	<i>Content</i>
<i>English</i>	<p><i>Key books/ authors:</i></p> <p>Stone Age Boy by Satoshi Kitamura, Iron Man by Ted Hughes (Class Novel)</p> <p>Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo (Class Novel)</p> <p><i>Grammar:</i></p> <p>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p><i>Spelling:</i></p> <p>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</p>
<i>Maths</i>	<p><i>White Rose Planning</i></p> <p>Year 3- Division, length, perimeter &amp; Area, Fractions</p> <p>Year 4- Division, length, perimeter &amp; Area, Fractions &amp; Decimals</p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
<i>Science</i>	<p><i>Animals including Humans</i></p> <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> <p><i>Rocks</i></p> <ul style="list-style-type: none"> <li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul> <p>recognise that soils are made from rocks and organic matter.</p>
<i>Topic- History/</i>	<p><i>The Stone Age</i></p> <ul style="list-style-type: none"> <li>• The changes in Britain from the Stone Age to the Iron Age</li> <li>• Forest to farm - understand how land use changed over time</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>• The impact of the Stone Age</li> <li>• The achievements of the Stone Age</li> <li>• Earliest settlements</li> <li>• Naming and locating geographical regions and their human and physical characteristics</li> <li>• Studying coasts, hills and mountains (link to science rocks)</li> </ul> <p>Using 4 figure grid references, compass points and keys</p>
<b>Art</b>	<p>Stone age cave charcoal drawings &amp; paintings, Stonehenge Silhouettes</p> <p>Blue whale sketching using different pressures and line types</p> <p>Focus on Artist: Stone Age to Iron Age Inspired Art, Robert Wyland (Whale Artist)</p>
<b>Religious Education</b>	<p>Judaism- How do Jews demonstrate their faith through their communities?</p> <p>Christianity F- How can I understand different Easter concepts?</p>
<b>Physical Education</b>	<p>Spring 1- Badminton &amp; Gym/ Yoga</p> <p>Spring 2- Hockey &amp; Cricket</p>
<b>Computing</b>	<p>Word Processing</p> <p>Programming</p> <p>E-Safety (2 Lessons)</p>
<b>Personal Social Health Education</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities</li> <li>• How the internet is used; assessing information online</li> <li>• Different jobs and skills; job stereotypes; setting personal goals</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>• What makes a community; shared responsibilities</li> <li>• How data is shared and used</li> <li>• Making decisions about money; using and keeping money safe</li> </ul>
<b>Design Technology</b>	<p>Packaging- Link to Eco (Shell structures- Use of CAD)</p>
<b>Modern Foreign Languages</b>	<p>French</p> <p>Colours, Animals, Sports</p>
<b>MUSIC</b>	<p>Composers &amp; Musicians</p>
<b>Visits</b>	<p>Stone Age workshop</p> <p>Kingswood Residential (Y4)</p> <p>Blue Planet Aquarium (Y3)</p>

PHASE 3 YEAR 3/4 SUMMER TERM YEAR A  
ROMANS

<i>Subject</i>	<i>Content</i>
<i>English</i>	<p><i>Key books/ authors:</i></p> <p><i>Escape from Pompeii by Christina Balit, Pompeii: A Roman Girl's Diary by Sue Reid (Class Novel)</i></p> <p><i>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty (Class Novel)</i></p> <p><i>Grammar:</i></p> <p><i>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</i></p> <p><i>Spelling:</i></p> <p><i>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</i></p>
<i>Maths</i>	<p><i>White Rose Planning</i></p> <p><i>Year 3- Money, Statistics, Time &amp; Shape, Position &amp; Direction</i></p> <p><i>Year 4- Money, Statistics, Time &amp; Shape, Mass &amp; Capacity</i></p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
<i>Science</i>	<p><i>States of Matter</i></p> <ul style="list-style-type: none"> <li><i>• compare and group materials together, according to whether they are solids, liquids or gases</i></li> <li><i>• 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)</i></li> <li><i>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</i></li> </ul> <p><i>Light</i></p> <ul style="list-style-type: none"> <li><i>• recognise that they need light in order to see things and that dark is the absence of light</i></li> <li><i>• notice that light is reflected from surfaces</i></li> <li><i>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</i></li> <li><i>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</i></li> <li><i>• find patterns in the way that the size of shadows change</i></li> </ul>

<i>Topic- History/ Geography</i>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>• Was the Roman's invading Britain a disaster?</li> <li>• Learn about the impact of the Romans</li> <li>• Look at how much of the world the Romans took over</li> <li>• Look at how Romans settled near rivers</li> <li>• Compare a region of England with Pompeii doing a river study</li> <li>• Compare Pompeii map to the North West</li> <li>• Look at the water cycle and the impact on physical geography</li> <li>• Describe and Understand the key aspects of Volcanoes and Earthquakes</li> </ul>
<i>Art</i>	<p><b>Roman mosaics</b>  <b>Volcano Painting &amp; Pastel art</b>  <b>Focus on Artist: Joseph Wright of Derby, Stephanie Peters</b></p>
<i>Religious Education</i>	<p><b>Unit B- What is Humanism?</b>  <b>Sikhism A- Why is community and equality important to Sikhs?</b></p>
<i>Physical Education</i>	<p><b>Summer 1- Athletics &amp; Orienteering</b>  <b>Summer 2- Rounders &amp; Tennis/ Cricket</b></p>
<i>Computing</i>	<p><b>Internet Research &amp; Communication</b>  <b>Presentation Skills</b>  <b>E- Safety (2 Lessons)</b></p>
<i>Personal Social Health Education</i>	<p><b>Multicultural Week &amp; Rights of the Child</b></p> <p><b>Y3</b></p> <ul style="list-style-type: none"> <li>• Health choices and habitats; what affects feelings; expressing feelings</li> <li>• Personal strengths and achievements; managing and reframing setbacks</li> <li>• Risks and hazards; safety in the local environment and unfamiliar places</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle; oral hygiene and dental care</li> <li>• Physical and emotional changes in the body; personal hygiene routines; support with puberty.</li> </ul>
<i>Design Technology</i>	<p><b>Pasta Dish (Food)</b></p>
<i>Modern Foreign Languages</i>	<p><b>French</b>  <b>Fruits, Breakfast, What I eat and drink</b></p>
<i>MUSIC</i>	<p><b>Performing &amp; composing</b></p>
<i>Visits</i>	<p><b>Orienteering on the park</b>  <b>Chester: Grosvenor museum and Soldier tour</b></p>



PHASE 3 YEAR 3/4 AUTUMN TERM YEAR B  
ANCIENT EGYPT

<i>Subject</i>	<i>Content</i>
<i>ENGLISH</i>	<p>Key books/ authors: Gorilla by Anthony Browne, Ape by Martin Jenkins, Gorilla Journal by Carolyn Franklin (Class Novel), the One and Only Ivan by Katherine Applegate Zeraffa Giraffa by Diane Hoffmeyer, The White Fox by Jackie Morris (Class Novel), A Giraffe Goes to Paris by Mary Tavener Holmes, The Giraffe That Walked to Paris by Nancy Milton</p> <p>Grammar: Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p>Spelling: Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</p>
<i>Maths</i>	<p><i>White Rose Planning</i> <i>Year 3- Place Value, Addition and Subtraction, Multiplication and Division</i> <i>Year 4- Place value, Addition and Subtraction, Multiplication and Division</i> <i>Mental Arithmetic</i> <i>Times tables - Year 4 times tables test</i></p>
<i>Science</i>	<p><i>Forces and Magnets</i></p> <ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between two 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 two poles</li> <li>▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><i>Scientists and Inventors</i></p>
<i>Topic- History/</i>	<p><i>Ancient Egypt</i></p> <ul style="list-style-type: none"> <li>• Discuss the importance of rivers to settlements (earliest civilisations: Ancient Sumer, Indus Valley, The Shang Dynasty and Ancient Egypt)</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>• Use maps and atlases to locate the locations of the civilisations. Use 8 compass points.</li> <li>• Learn and research about the earliest civilisations - an overview of all of them</li> <li>• What were their achievements? What did they have in common?</li> </ul> <p>In depth study of Ancient Egypt</p>
<b>Art</b>	<p>Painting &amp; Multi-media  Egyptian artefact making (Clay)  Focus on Artist: Egyptian Art</p>
<b>Religious Education</b>	<p>Christianity A- How do Christians use the Bible to help them with their lives?  Christianity B- Why do Christians think about incarnation at Christmas?</p>
<b>Physical Education</b>	<p>Autumn 1 First 2/3 weeks- Cross Country &amp; Circuit Training, Hockey &amp; Tag Rugby  Autumn 2 Indoor Athletics &amp; Basketball</p>
<b>Computing</b>	<p>Programming- Link to DT  Databases  E-Safety (2 Lessons)</p>
<b>PSHE</b>	<p>School and class rules  Y3-</p> <ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul> <p>Y4-</p> <ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Respecting difference and similarities; discussing difference sensitively</li> </ul>
<b>Design Technology</b>	<p>Egyptian Shadufs (Mechanisms- Leavers and Linkages)</p>
<b>Modern Foreign Languages</b>	<p>French  Numbers up to 30, Months, Clothes, Face, Hair and eyes</p>
<b>MUSIC</b>	<p>Exploring performance</p>
<b>Visits</b>	<p>Liverpool World Museum: Egyptians Workshop  Liverpool Museum: Why is Liverpool on the river? - Fieldwork</p>



PHASE 3 YEAR 3/4 SPRING TERM YEAR A  
ANCIENT GREECE

<i>Subject</i>	<i>Content</i>
<i>English</i>	<p><i>Key books/ authors:</i></p> <p><i>Leon and the Place Between by Grahame Baker Smith &amp; Angela McAllister, The Nowhere Emporium by Ross Mackenzie, The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall-Smith (Class Novel)</i></p> <p><i>When the Giant Stirred by Celia Godkin, Moana, Journey to the Centre of the Earth by Jules Verne, Ariki and the Island of Wonders by Nicola Davies (Class Novel)</i></p> <p><i>Grammar: Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</i></p> <p><i>Spelling: Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</i></p>
<i>Maths</i>	<p><i>White Rose Planning</i></p> <p><i>Year 3- Division, length, perimeter &amp; Area, Fractions</i></p> <p><i>Year 4- Division, length, perimeter &amp; Area, Fractions &amp; Decimals</i></p> <p><i>Mental Arithmetic</i></p> <ul style="list-style-type: none"> <li><i>• Times tables - Year 4 times tables test</i></li> </ul>
<i>Science</i>	<p><i>Animals including Humans</i></p> <ul style="list-style-type: none"> <li><i>▪ describe the simple functions of the basic parts of the digestive system in humans</i></li> <li><i>▪ identify the different types of teeth in humans and their simple functions</i></li> <li><i>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</i></li> </ul> <p><i>Sound</i></p> <ul style="list-style-type: none"> <li><i>▪ identify how sounds are made, associating some of them with something vibrating</i></li> <li><i>▪ recognise that vibrations from sounds travel through a medium to the ear</i></li> <li><i>▪ find patterns between the pitch of a sound and features of the object that produced it</i></li> <li><i>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</i></li> </ul>

	<ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<i>Topic- History/ Geography</i>	<p><b>The Impact of World War Two on Tattenhall</b></p> <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>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<i>Art</i>	<p><b>The Blitz Landscape- Silhouettes</b>  <b>Focus on Artist: Grainger Smith and Wilfred Stanley Haines</b></p>
<i>Religious Education</i>	<p><b>Islam- How do Muslims worship?</b>  <b>Unit A- What is Baha'i faith?</b></p>
<i>Physical Education</i>	<p><b>Spring 1- Badminton &amp; Gym/ Yoga</b>  <b>Spring 2- Hockey &amp; Cricket</b></p>
<i>Computing</i>	<p><b>Word Processing</b>  <b>Presentation</b>  <b>Blogging- Online Collaboration</b>  <b>E-Safety (2 Lessons)</b></p>
<i>Personal Social Health Education</i>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>The value of rules and laws; rights, freedoms and responsibilities</li> <li>How the internet is used; assessing information online</li> <li>Different jobs and skills; job stereotypes; setting personal goals</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>What makes a community; shared responsibilities</li> <li>How data is shared and used</li> <li>Making decisions about money; using and keeping money safe</li> </ul>
<i>Design Technology</i>	<p><b>Drawstring bag (Textiles) Look at make do and mend- using recycled materials.</b></p>
<i>Modern Foreign Languages</i>	<p><b>French</b>  <b>Weather and weather forecast, family</b></p>
<i>Music</i>	<p><b>Rhythm Beats</b></p>
<i>Visits</i>	<p><b>Kingswood Residential (Y4)</b>  <b>Imperial War Museum (Y3)</b>  <b>Local Fieldwork Study- Tattenhall</b></p>

PHASE 3 YEAR 3/4 SUMMER TERM YEAR A  
RAINFORESTS

<i>Subject</i>	<i>Content</i>
<i>English</i>	<p><i>Key books/ authors:</i></p> <p><i>Where the Forest meets the Sea by Jeannie Baker, Rainforests in 30 Seconds by Dr Jen Green, The Boy Who Biked the World: Part I On the Road to Africa by Alastair Humphreys (Class Novel) Expedition Diaries Amazon Basin by Simon Chapman</i></p> <p><i>Blue John by Berlie Doherty, A Bear Grylls Adventure: Cave Challenge by Bear Grylls (Class Novel)</i></p> <p><i>Grammar:</i></p> <p><i>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</i></p> <p><i>Spelling:</i></p> <p><i>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</i></p>
<i>Maths</i>	<p><i>White Rose Planning</i></p> <p><i>Year 3- Money, Statistics, Time &amp; Shape, Position &amp; Direction</i></p> <p><i>Year 4- Money, Statistics, Time &amp; Shape, Mass &amp; Capacity</i></p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
<i>Science</i>	<p><i>Living things and their habitats</i></p> <ul style="list-style-type: none"> <li><i>• recognise that living things can be grouped in a variety of ways</i></li> <li><i>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></li> <li><i>• recognise that environments can change and that this can sometimes pose dangers to living things.</i></li> </ul> <p><i>Plants</i></p> <ul style="list-style-type: none"> <li><i>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i></li> <li><i>• explore the requirements of plants for life and growth (air, light,</i></li> </ul>

	<p>water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <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 plants, including pollination, seed formation and seed dispersal.</li> </ul>
<b>Art</b>	<p>Rainforest inspired collages &amp; Sketches</p> <p>Focus Artist- John Dyer</p>
<b>Religious Education</b>	<p>Christianity C- What do I think about Jesus and how is he portrayed in art from around the world?</p> <p>Sikhism B- How do Sikhs worship?</p>
<b>Physical Education</b>	<p>Summer 1- Athletics &amp; Tennis</p> <p>Summer 2- Rounders &amp; Tennis/ Cricket</p>
<b>Computing</b>	<p>Drawing &amp; Desktop Publishing (Link to Rainforests)</p> <p>Animation</p> <p>E-Safety (2 Lessons)</p>
<b>Personal Social Health Education</b>	<p>Multicultural Week &amp; Rights of the Child</p> <p>Y3</p> <ul style="list-style-type: none"> <li>• Health choices and habitats; what affects feelings; expressing feelings</li> <li>• Personal strengths and achievements; managing and reframing setbacks</li> <li>• Risks and hazards; safety in the local environment and unfamiliar places</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle; oral hygiene and dental care</li> <li>• Physical and emotional changes in the body; personal hygiene routines; support with puberty.</li> </ul>
<b>Design Technology</b>	<p>Moving animals (Mechanical systems- Pneumatics)</p>
<b>Modern Foreign Languages</b>	<p>French</p> <p>Numbers from 0 to 100, Talking about other people</p>
<b>Music</b>	<p>Celebration Sounds</p>
<b>Visits</b>	<p>Chester Zoo</p>