

PHASE 3 YEAR 3/4 AUTUMN TERM YEAR A

EUROPE

SUBJECT	CONTENT
ENGLISH	<p>Key books/ authors:</p> <p>Seal Surfer by Michael Foreman, The Magpie Song by Laurence Anholt, The Dancing Bear by Michael Morpurgo (Class Novel)</p> <p>Winter's Child by Angela McAllister, The Ice Palace by Robert Swindells (Class Novel)</p> <p>Grammar:</p> <p>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p>Spelling:</p> <p>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</p>
MATHS	<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>
SCIENCE	<p>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

	<ul style="list-style-type: none"> recognise some common conductors and insulators, and associate metals with being good conductors
TOPIC- HISTORY/ GEOGRAPHY	<p>Europe</p> <ul style="list-style-type: none"> Locate continents/countries using maps and focus on Europe (world geography games) Look at environmental regions and their human/physical characteristics: land use, types of settlement, economic activity and distribution of natural resources. 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.
ART	<p>Drawing & landscape watercolour paintings Focus on Artist: Claude Monet</p>
RE	<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>
PE	<p><i>Autumn 1</i> / First 2/3 weeks- Cross Country & Circuit Training, Hockey & Tag Rugby <i>Autumn 2</i> Indoor Athletics & Basketball</p>
COMPUTING	<p><i>Audio</i> <i>Capturing images- Photography & iMovie</i> <i>E-Safety (2 Lessons)</i></p>
PSHE	<p>School and class rules Health & Wellbeing 1- Positive and negative effects on physical, mental and emotional health Health & Wellbeing 5- Reflecting on & celebrating achievement Relationships 7- Actions affecting themselves and others Relationships 8- What kind of physical contact is acceptable & unacceptable & how to respond</p>
DT	<p><i>A lamp (Electrical systems)</i></p>
MODERN FOREIGN LANGUAGES	<p><i>French</i> <i>Numbers up to 30, Months, Birthdays, Days of the week, Colours, Equipment for school</i></p>
VISITS	<p>MOSI- Electricity Workshop Local Fieldwork Study- Features of our local area</p>

PHASE 3 YEAR 3/4 AUTUMN TERM YEAR A

STONE AGE

SUBJECT	CONTENT
ENGLISH	<p>Key books/ authors:</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>Grammar:</p> <p>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p>Spelling:</p> <p>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</p>
MATHS	<p><i>White Rose Planning</i></p> <p><i>Year 3- Division, length, perimeter & Area, Fractions</i></p> <p><i>Year 4- Division, length, perimeter & Area, Fractions & Decimals</i></p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
SCIENCE	<p><i>Animals including Humans</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>identify that humans and some other animals have skeletons and muscles for support, protection and movement</i> <p>Rocks</p> <ul style="list-style-type: none"> ▪ <i>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> ▪ <i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> <p><i>recognise that soils are made from rocks and organic matter.</i></p>
TOPIC-	<p><i>The Stone Age</i></p> <ul style="list-style-type: none"> • <i>The changes in Britain from the Stone Age to the Iron Age</i> • <i>Forest to farm - understand how land use changed over time</i>

HISTORY/ GEOGRAPHY	<ul style="list-style-type: none"> • <i>The impact of the Stone Age</i> • <i>The achievements of the Stone Age</i> • <i>Earliest settlements</i> • <i>Naming and locating geographical regions and their human and physical characteristics</i> • <i>Studying coasts, hills and mountains (link to science rocks)</i> <p><i>Using 4 figure grid references, compass points and keys</i></p>
ART	<p><i>Stone age cave charcoal drawings & paintings, Stonehenge Silhouettes</i></p> <p><i>Blue whale sketching using different pressures and line types</i></p> <p><i>Focus on Artist: Stone Age to Iron Age Inspired Art, Robert Wyland (Whale Artist)</i></p>
RE	<p><i>Judaism- How do Jews demonstrate their faith through their communities?</i></p> <p><i>Christianity F- How can I understand different Easter concepts?</i></p>
PE	<p><i>Spring 1- Badminton & Gym/ Yoga</i></p> <p><i>Spring 2- Hockey & Cricket</i></p>
COMPUTING	<p><i>Word Processing</i></p> <p><i>Programming</i></p> <p><i>E-Safety (2 Lessons)</i></p>
PSHE	<p><i>Health & Wellbeing 2- Making informed choices</i></p> <p><i>Health & Wellbeing 3- Choosing food & maintaining a balanced diet</i></p> <p><i>Health & Wellbeing 9- Risks, dangers & hazards</i></p> <p><i>Health & Wellbeing 10- Recognise, predict and assess risks</i></p>
DT	<p><i>Packaging- Link to Eco (Shell structures- Use of CAD)</i></p>
MODERN FOREIGN LANGUAGES	<p><i>French</i></p> <p><i>Colours, Animals, Sports</i></p>
VISITS	<p><i>Stone Age workshop</i></p> <p><i>Kingswood Residential (Y4)</i></p> <p><i>Blue Planet Aquarium (Y3)</i></p>

**PHASE 3 YEAR 3/4 AUTUMN TERM YEAR A
ROMANS**

SUBJECT	CONTENT
ENGLISH	<p>Key books/ authors:</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>Grammar:</p> <p>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p>Spelling:</p> <p>Year 3/4 spelling will be taught using the Babcock spelling (No Nonsense Spelling) programme of work</p>
MATHS	<p><i>White Rose Planning</i></p> <p><i>Year 3- Money, Statistics, Time & Shape, Position & Direction</i></p> <p><i>Year 4- Money, Statistics, Time & Shape, Mass & Capacity</i></p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
SCIENCE	<p>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 <p>Light</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light

	<ul style="list-style-type: none"> 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
TOPIC- HISTORY/ GEOGRAPHY	Romans <ul style="list-style-type: none"> Was the Roman's invading Britain a disaster? Learn about the impact of the Romans Look at how much of the world the Romans took over Look at how Romans settled near rivers Compare a region of England with Pompeii doing a river study Compare Pompeii map to the North West Look at the water cycle and the impact on physical geography Describe and Understand the key aspects of Volcanoes and Earthquakes
ART	Roman mosaics Volcano Painting & Pastel art Focus on Artist: Joseph Wright of Derby, Stephanie Peters
RE	<i>Unit B- What is Humanism?</i> <i>Sikhism A- Why is community and equality important to Sikhs?</i>
PE	Summer 1- Athletics & Tennis Summer 2- Rounders & Tennis/ Cricket
COMPUTING	Internet Research & Communication Presentation Skills E- Safety (2 Lessons)
PSHE	Multicultural Week & Rights of the Child Health & Wellbeing 14- Asking for help & resisting pressure Health & Wellbeing 15- Health & safety & emergency aid procedures Health & Wellbeing 23- People who help us stay healthy & safe Relationships 13- Differences & similarities of protected characteristics
DT	Pasta Dish (Food)
MODERN FOREIGN LANGUAGES	French <i>Fruits, Breakfast, What I eat and drink</i>
VISITS	Chester: Grosvenor museum and Soldier tour

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

SUBJECT	CONTENT
<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> Year 3- Place Value, Addition and Subtraction, Multiplication and Division Year 4- Place value, Addition and Subtraction, Multiplication and Division Mental Arithmetic Times tables - Year 4 times tables test</p>
<i>Science</i>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> ▪ 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.

<i>Topic- History/ Geography</i>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Discuss the importance of rivers to settlements (earliest civilisations: Ancient Sumer, Indus Valley, The Shang Dynasty and Ancient Egypt) • Use maps and atlases to locate the locations of the civilisations. Use 8 compass points. • Learn and research about the earliest civilisations - an overview of all of them • What were their achievements? What did they have in common? <p>In depth study of Ancient Egypt</p>
<i>Art</i>	<p>Painting & Multi-media & Canopic jars (Paper Mache)</p> <p>Focus on Artist: Egyptian Art</p>
<i>RE</i>	<p><i>Christianity A- How do Christians use the Bible to help them with their lives?</i></p> <p><i>Christianity B- Why do Christians think about incarnation at Christmas?</i></p>
<i>PE</i>	<p><i>Autumn 1 First 2/3 weeks- Cross Country & Circuit Training, Hockey & Tag Rugby</i></p> <p><i>Autumn 2 Indoor Athletics & Basketball</i></p>
<i>Computing</i>	<p>Programming- Link to DT</p> <p>Databases</p> <p>E-Safety (2 Lessons)</p>
<i>PSHE</i>	<p>School and class rules</p> <p>Relationships 1- Recognise and respond to a wider range of feelings</p> <p>Relationships 4- Recognise different types of relationships</p> <p>Relationships 5- Marriage and Commitment</p> <p>Relationships 9- Keeping something confidential & secret</p> <p>Relationships 21- Personal boundaries</p>
<i>DT</i>	<p>Egyptian Shadufs (Mechanisms- Leavers and Linkages)</p>
<i>MFL</i>	<p>French</p> <p><i>Numbers up to 30, Months, Clothes, Face, Hair and eyes</i></p>
<i>Visits</i>	<p><i>Liverpool World Museum: Egyptians Workshop</i></p> <p><i>Liverpool Museum: Why is Liverpool on the river? - Fieldwork</i></p>

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

SUBJECT	CONTENT
<i>English</i>	<p>Key books/ authors:</p> <p>Leon and the Place Between by Grahame Baker Smith & Angela McAllister, The Nowhere Emporium by Ross Mackenzie, The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall-Smith (Class Novel)</p> <p>When the Giant Stirred by Celia Godkin, Moana, Journey to the Centre of the Earth by Jules Verne, Arika and the Island of Wonders by Nicola Davies (Class Novel)</p> <p>Grammar:</p> <p>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p>Spelling:</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><i>Year 3- Division, length, perimeter & Area, Fractions</i></p> <p><i>Year 4- Division, length, perimeter & Area, Fractions & Decimals</i></p> <p><i>Mental Arithmetic</i></p> <ul style="list-style-type: none"> • <i>Times tables - Year 4 times tables test</i>
<i>Science</i>	<p>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>Sound</p> <ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating

	<ul style="list-style-type: none"> ▪ 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.
<i>Topic- History/ Geography</i>	<p>Ancient Greece</p> <ul style="list-style-type: none"> • A study of ancient Greek life and achievements • The influence of Ancient Greece on the Western World • Understand the geographical similarities and differences between a region in a European country (Athens) as compared to our local area though studying the physical and human geography. • Use digital mapping to locate the Ancient Greek empire and describe constraints on their location.
<i>Art</i>	<p>Greek Vase/ Plate (Clay), Patterns and printing, Silhouettes Focus on Artist: Ancient Greek Art</p>
<i>RE</i>	<p>Islam- How do Muslims worship? Unit A- What is Baha'i faith?</p>
<i>PE</i>	<p>Spring 1- Badminton & Gym/ Yoga Spring 2- Hockey & Cricket</p>
<i>Computing</i>	<p>Word Processing Presentation Blogging- Online Collaboration E-Safety (2 Lessons)</p>
<i>PSHE</i>	<p>Health & Wellbeing 6- Intensity of feelings Health & Wellbeing 7- Conflicting emotions Living in the Wider World 8- Resolving conflict Living in the Wider World 9- Being part of a community</p>
<i>DT</i>	<p>Greek Weaving (Textiles)</p>
<i>Modern Foreign Languages</i>	<p>French Weather and weather forecast, family</p>
<i>Visits</i>	<p>Liverpool Walker Art Gallery- Storytelling with the Greeks Park fieldwork: buildings, Sketching, Myths legends session Local Fieldwork Study</p>

PHASE 3 YEAR 3/4 AUTUMN TERM YEAR A
RAINFORESTS

SUBJECT	CONTENT
<i>English</i>	<p>Key books/ authors:</p> <p>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</p> <p>Blue John by Berlie Doherty, A Bear Grylls Adventure: Cave Challenge by Bear Grylls (Class Novel)</p> <p>Grammar:</p> <p>Year 3/4 grammar objectives will be taught throughout each unit and applied into extended pieces of writing.</p> <p>Spelling:</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><i>Year 3- Money, Statistics, Time & Shape, Position & Direction</i></p> <p><i>Year 4- Money, Statistics, Time & Shape, Mass & Capacity</i></p> <p><i>Mental Arithmetic</i></p> <p><i>Times tables - Year 4 times tables test</i></p>
<i>Science</i>	<p>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>Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

	<ul style="list-style-type: none"> • 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.
<i>Art</i>	<p>Rainforest inspired collages & Sketches</p> <p>Focus Artist- John Dyer</p>
<i>RE</i>	<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>
<i>PE</i>	<p>Summer 1- Athletics & Tennis</p> <p>Summer 2- Rounders & Tennis/ Cricket</p>
<i>Computing</i>	<p>Drawing & Desktop Publishing (Link to Rainforests)</p> <p>Animation</p> <p>E-Safety (2 Lessons)</p>
<i>PSHE</i>	<p>Multicultural Week & Rights of the Child</p> <p>Health & Wellbeing 24- The responsible use of mobile phones</p> <p>Living in the Wider World 6- Consequences of anti-social, aggressive & harmful behaviours & how to get help</p> <p>Relationships 16- Recognise & challenge stereotypes</p>
<i>DT</i>	<p>Moving animals (Mechanical systems- Pneumatics)</p>
<i>Modern Foreign Languages</i>	<p>French</p> <p>Numbers from 0 to 100, Talking about other people</p>
<i>Visits</i>	<p>Chester Zoo</p>