

| Year A 3/4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|---|--|--|---|--|
| Reading | Shared Reading Text: I Talk like a River King Tut Key Poems: In Flanders Field Guided Reading Focus: W1- Baseline Assessment W2 - Vocab W3 - Inference W4 - Prediction W5 - Explanation W6 - Retrieval | Shared Reading Text: The Dog that Saved Christmas The Invisible Boy Key Poems: Remember the Reindeer Guided Reading Focus: W1- Summary W2 - Vocab W3 - Inference W4 - Prediction W5 - Explanation W6 - Assessment | Shared Reading Text: Story Worlds: A moment in Time Key Poems: Excuses – Allan Ahlberg Guided Reading Focus: W1 - Retrieval W2- Summary W3 - Vocab W4 - Inference W5 - Prediction W6 - Assessment | Shared Reading Text: The Wind in the Willows Key Poems: Ducks Ditty- Wind in the Willows Guided Reading Focus: W1 - Explanation W2 - Retrieval W3 - Inference W4 - Vocab W5 - Inference W6 - Assessment | Shared Reading Text: George’s Secret Key to the Universe Key Poems: Wrong – Michael Rosen Guided Reading Focus: W1 - Prediction W2 - Explanation W3 - Retrieval W4- Summary W5 - Vocab W6 - Assessment | Shared Reading Text: Space Detectives Key Poems: Be glad your Nose is on your Face Guided Reading Focus: W1 - Inference W2 - Prediction W3 - Explanation W4 - Retrieval W5- Summary W6 - Assessment |
| Writing | W1-3 Text: Entertain (Narrative Character Description) Stimulus: King Tut W4 Entertain (Poetry) Stimulus: National Poetry Week W5-7 Inform (Non-chronological Information Posters) Stimulus: Geography Contrasting Locality | W1-3 Persuade (Discussion Balanced Argument including oral debate) Stimulus: The Invisible Boy – Trudy Ludwig W3-6 Inform: Biography Stimulus: Tutankhamen W7 Entertain (Poetry) Stimulus: Remember the Reindeer | W1-3 Text: Persuade (Persuasive Speech Presenting to an Audience developing oral debate) Stimulus: British Values W4-6 Text: Inform (Non-Chronological Reports with paragraph focus) Stimulus: Life Cycles - Science | W1-3 Text: Entertain (Descriptive Fantasy Setting) Stimulus: The Wind in the Willows W4-6 Text: Inform (Instructions) Stimulus: DT Pop Up Books W7 Text: Entertain (Performance Poetry) Stimulus: Ducks Ditty | W1-3 Text: Inform (Historical Diary - Stimulus: History Law and Power W4-6 Text: Inform (Explanation) Stimulus: Rock Formation - Science | W1-3 Text: Entertain Narrative dialogue (Science Fiction) Stimulus: George’s Secret Key to the Universe W4-6 Inform (Recount) Stimulus: Geography |

| | | | | | | |
|----------------|--|---|--|---|--|---|
| | 4. A contrasting locality-San Francisco (Human Geography) 5. A contrasting locality-San Francisco (Physical Geography) 6. Assessment | 5. Sites and Situations of Local Settlements 6. Assessment | 5. Rivers of Australia, South America and North America 6. Assessment | 5. Change over time 6. Assessment | 3. Trade in Western Europe 4. France 5. A comparison of London and Paris 6. Assessment | 4. Human and Physical Geography of China 5. The Great Wall of China 6. Assessment |
| Science | The Human Body 1. Cells and Nutrients 2. Teeth and Senses 3. Digestion 4. A Healthy Diet 5. Vitamins and Minerals 6. Assessment | Cycles in Nature 1. The Four Seasons (prior learning) 2. Seasonal Cycles in Plants 3. Life Cycle of a Plant 4. Animal Migration 5. Life Cycle of a Frog 6. Assessment | Light 1. Light and Dark 2. Transparent and Opaque Surfaces 3. Mirrors and Reflection 4. Part 1—Shadows 5. Part 2—Finding Patterns in Changing Shadows 6. Assessment | Plants 1. Botany and Flowering Plants 2. Requirements for Life and Growth 3. Water Transportation in Plants 4. Pollination in Flowering Plants 5. Seed Dispersal 6. Assessment | Rocks 1. Sorting rocks 2. How Rocks are Formed 3. Permeability 4. Fossils 5. Soil 6. Assessment | Forces and Magnets 1. Forces (Gravity) 2. Friction 3. Magnet 4. Magnetic Poles and Fields 5. Investigating the strength of magnets 6. Assessment |
| Art | Lines 1. Exploring line and sketchbooks 2. Line weight 3. Studying how artists use line in different ways 4. Hokusai – The Great Wave 5/6. Printing to create line | Still Life and Form 1. An introduction to still life 2. Creating form with tone 3/4. Drawing a still life using cross-hatching 5. A study of Cezanne 6. Drawing a still life using colour | Art of Ancient Egypt 1. The Art of Ancient Egypt—Introduction 2. The Great Sphinx 3/4. The Bust of Nefertiti 5. Making papyrus 6. Ancient Egyptian gods | Anglo Saxon Art 1. Masterpieces in metal— Sutton Hoo 2. Anglo-Saxon designs 3. Masterpieces in manuscript—The Lindisfarne Gospels 4. Illuminated letters 5/6. The Bayeux Tapestry | Architecture 1. Introduction to architecture – The Parthenon 2. Symmetry & Line 3. Inspiration— Gaudi and nature 4/5. Gaudi – different materials and features 6. Assessment | Modern Architecture 1. An introduction – The Guggenheim, Bilbao 2. Function & Design – Scottish Parliament 3. Inspiration – London Aquatic Centre and The Serpentine Pavilion 4/5. Design Process 6. Construction |
| DT | | Cook - Apple Crumble 1. Introduction to the Recipe 2. Make 3. Taste and Evaluate | Sew – Cushions 1. Research and Investigate 2. Design 3. Make 4. Use and Evaluate | Build - Pop-up Books 1. Research and Investigate 2. Design 3. Make 4. Use and Evaluate | Cook - Bread and Butter 1. Introduction to the Recipe 2. Make 3. Taste and Evaluate | |
| RE | Judaism 1. The covenant story of Abraham | Christianity 1. Symbolism in the Christmas Story. | Judaism | Christianity | Judaism | Christianity |

| | | | | | | |
|------------------------|---|---|---|---|---|---|
| Yr 4 curriculum | 2. Reflection on Jews special relationship with God. | 2. Reflection on the significance of the Nativity story for Christians today. | 1. The story of Passover, the Seder meal and Kashrut rules. 2. Reflecting on different practices demonstrations of respect for God. | 1. The story of the Last supper and Jesus' forgiveness of Peter. 2. Reflection on whether forgiveness is always possible. | 1. Jewish practices which demonstrate their commitment to God. 2. Reflecting on different demonstrations of commitment to God. | 1. Christian places/practices and ceremonies. 2. Reflection on the value of worship in a church for Christians. |
| Computing | Computer Systems and Networks 1 How does a digital device work? 2 What parts make up a digital device? 3 How do digital devices help us? 4 How am I connected? 5 How are computers connected? 6 What does our school network look like? 7. Assessment | Creating Media – Animations 1 Can a picture move? 2 Frame by frame 3 What's the story? 4 Picture perfect 5 Evaluate and make it great! 6 Lights, camera, action! 7. Assessment | Creating Media – Desktop Publishing 1. Words and pictures 2. Can you edit it? 3. Great template! 4. Can you add content? 5. Lay it out 6. Why desktop publishing? 7. Assessment | Branching databases 1 Yes or no questions 2 Making groups 3 Creating a branching database 4 Structuring a branching database 5 Planning a branching database 6 Making a dinosaur identifier 7. Assessment | Programming A 1. Introduction to Scratch 2. Programming sprites 3. Sequences 4. Ordering commands 5. Looking good 6. Making an instrument 7. Assessment | Programming B 1 Moving a sprite 2 Maze movement 3 Drawing lines 4 Adding features 5 Debugging movement 6 Making a project |
| Music | 1. Element of Music: Timbre (vocal) 2. Notation: what is notation? 3. Composing: chanting using body percussion 4. Listening and Appreciation: Vivaldi 5. Performing and Singing: Do-Re-Mi 6. Instrument: Voice | 1. Element of Music: Pitch (minor and major) 2. Notation: crotchet, minim 3. Composing: graphic notation 4. Listening and Appreciation: Bach 5. Performing and Singing: The Happy Wanderer 6. Instrument: Recorder | 1. Element of Music: Pitch (minor/major contrasts) 2. Notation: semi-breve 3. Composing: Graphic notation using instrument 4. Listening and Appreciation: Mamma Mia 5. Performing and Singing: Bobby Shaftoe 6. Instrument: Recorder | 1. Element of Music: Rhythm (irregular meter) 2. Notation: stave, treble clef 3. Composing: Create question and answer 4. Listening and Appreciation: Tchaikovsky, Prokofiev and Strauss 5. Performing and Singing: Who Killed Cock Robin? 6. Instrument: Recorder | 1. Element of Music: Structure (ostinato/riff) 2. Notation: rests, time signatures 3. Composing: Music explorers using recorder 4. Listening and Appreciation: Beethoven 5. Performing and Singing: World in Union 6. Instrument: Recorder | 1. Element of Music: Texture (unaccompanied, accompanied, partner) 2. Notation: pentatonic scale 3. Composing: Music explorers using recorder 4. Listening and Appreciation: Patriotic songs 5. Performing and Singing: Si Si Si 6. Instrument: Recorder |
| PE | Dance unit 3: 1.Create actions in response to stimulus and in unison | Netball: 1.Passing and moving and play within footwork rule | Golf: 1.Explore hitting technique and aiming towards a target 2.Explore shot accuracy | Football: 1.Controlling the ball and dribbling under pressure | Handball: 1.Throwing and catching on the move 2.Move towards goal or away from defender | Athletics – Unit 3: 1.Develop sprinting techniques 2.Develop changeover in relay events |

| | | | | | | |
|------------|---|---|--|--|---|--|
| | <p>2.Create actions to move in contact with a partner of interact with a partner</p> <p>3.Understand how dynamics affect the actions performed</p> <p>4.Remember and repeat actions using dynamics to clearly show different phrases</p> <p>5.Choose actions that relate to an idea</p> <p>6.Understand formations and use transitions</p> <p>Ball Skills:</p> <p>1 & 2.Develop confidence and accuracy when tracking a ball</p> <p>3.Explore a variety of throwing techniques</p> <p>4.Develop catching skills using one and two hands</p> <p>5.Dribbling a ball with hands</p> <p>6.Use tracking, sending and dribbling skills with feet</p> | <p>2.Passing and moving toward a goal</p> <p>3.Develop movement skills to lose a defender</p> <p>4.Defend an opponent and try to win the ball</p> <p>5.Develop shooting action</p> <p>6.Play using netball rules</p> | <p>3.Explore technique for putting</p> <p>4.Explore technique for chipping</p> <p>5.Explore techniques for short game</p> <p>6.Explore techniques for long game</p> <p>Dodgeball:</p> <p>1.Learn rules of dodgeball and apply to a game</p> <p>2.Throwing towards a moving target</p> <p>3.Using jumps, blocks, dodges and ducks to avoid being hit</p> <p>4.Catching a dodgeball at different heights</p> <p>5.Learn how to block using the ball</p> <p>6.Understand the rules of dodgeball and play in a tournament</p> | <p>2.Develop passing to teammate</p> <p>3.Control the ball with different parts of the body</p> <p>4.Change direction with the ball using inside and outside hook</p> <p>5.Tracking opponents and the ball</p> <p>6.Apply rules and tactics to a tournament</p> <p>Gymnastics:</p> <p>1.Create interesting point and patch balances</p> <p>2.stepping into shape jumps with control</p> <p>3.Develop straight, barrel and forward roll</p> <p>4.Transition smoothly into and out of balances</p> <p>5.Create sequences with matching and contrasting actions and shapes</p> <p>6.Create a partner sequence incorporating equipment.</p> | <p>3.Developing accuracy when shooting</p> <p>4.Apply individual and team defending skills</p> <p>5.Change direction and speed to lose defender and move into space</p> <p>6.Maintain possession when in attack</p> <p>Rounders:</p> <p>1.Play different roles in a game and begin to think tactically</p> <p>2.Develop bowling action and learn rules for bowling</p> <p>3.Run around the outside of bases, knowing when to stop</p> <p>4.Field a ball using two handed pick up and short barrier</p> <p>5.Develop betting technique and where to hit the ball</p> <p>6.Apply skills and rules to play rounders</p> | <p>3.Develop jumping technique in a range of approaches and take off positions</p> <p>4.Develop throwing for distance and accuracy</p> <p>5.Develop throwing for distance in a pull throw</p> <p>6.Develop officiating and performing skills</p> <p>Tennis:</p> <p>1.Develop racket and ball control</p> <p>2.Develop retuning the ball using forehand groundstroke</p> <p>3.Rally using forehand</p> <p>4.Develop two handed backhand</p> <p>5.Learn to score and play against an opponent</p> <p>6.Work collaboratively with a partner to compete against others.</p> |
| PHSE/R SHE | <p>1. British/Go-givers: Rules</p> <p>British/Go-givers: Your Amazing Brain: Becoming a Resilient Learner</p> <p>2. NWA Y3-7: Mental wellbeing – Self Esteem Goals NWA Y4-7: Mental wellbeing – Recognise and</p> | <p>1.Safeguarding/Online: Online Relationships</p> <p>2. World-view/Go-givers & Educate Against Hate: Fairtrade</p> <p>3. RSHE Tricky Friends Video – Peer pressure (Anti-Bullying Week)</p> | <p>1.Safeguarding/Online: Online Reputation</p> <p>2. British/Go-givers: Rights and Responsibility: Getting the Balance Right (DEBATE) (Links to Online Safety/Bill of Rights/Taxation)</p> | <p>1.Safeguarding/Online: Managing Online Information</p> <p>2. British/Go-givers: The Golder Rule: Multi-Faith Values (<i>Link to Religious Conflict</i>)</p> <p>3. Character/Go-givers: Mediation Resolving</p> | <p>1.Safeguarding/Online: Health, Well-Being and Lifestyle</p> <p>2. Norfolk Heritage: Captain Vancouver</p> <p>3. Safeguarding/ RNLI: Water Safety Passport</p> <p>4. Safeguarding/ RNLI: The Day I Fell In</p> | <p>1.Safeguarding/Online: Privacy and Security</p> <p>2. Equality / NWA Y3-1: Families and people who care for me – different families same love.</p> <p>Equality / NWA Y4-1: Families and people who</p> |

| | | | | | | |
|--|--|---|---|---|---|--|
| | <p>respond to theirs/others emotions</p> <p>3. NWA Y3-8: Physical Health and fitness – Importance of NWA Y4-8: Healthy Eating Year 2 did KS1 toolkit.</p> <p>4. Health/Go-givers: Obesity (<i>Links to Science</i>)</p> <p>5. Safeguarding: Clever never Goes (annually)</p> <p>6. Safeguarding/Online: Self-Image and Identity</p> | <p>3. NWA Y3-2 Caring friendships – conflict resolution Health/Go-givers: Stressed Out NWA Y4-2 Caring friendships – Peer pressure</p> <p>4. NWA Y3 L9 Drugs, alcohol and tobacco</p> <p>NWA Y4 L9 Drugs, alcohol and tobacco</p> <p>5. British/Parliament: Bonfire Night Guy Fawkes</p> <p>6. NWA Y3-11 Basic first aid</p> <p>7. Safeguarding/St. John's: Big First Aid Lesson Autumn 2015 – burns, cuts, diabetes and slings</p> | <p>3. Equality/Go-givers: Rio Meets Callum (Royal National Institute of Blind People) Equality /Go-givers – The Gift of Sight</p> <p>4. British/Go-givers: Invaders and Settlers: Coming to Britain</p> <p>5. British/Educate Against Hate: Community Dance</p> <p>6. Norfolk Heritage: Hanseatic League and the Treaty of Utrecht</p> | <p>Conflict (<i>Links to Religious Conflicts</i>)</p> <p>4. British/Go-givers: DEBATE – Should Adults be allowed to smack children?</p> <p>5. British/Educate Against Hate: The Beatles – Links to Music</p> <p>6. Norfolk Heritage: Local Area including waterways and port (Links to Hansa, Water Cycle)</p> | <p>5. Safeguarding/ NWA Y3-10: Health and prevention – Sun safe</p> <p>NWA Y4-10: Health and prevention – Keeping Clean</p> | <p>care for me – Marriage including same sex marriage</p> <p>3. NWA Y3-3: Respectful relationships –Stereotypes</p> <p>Equality/ NWA Y4-3: Respectful relationships - different families same love.</p> <p>4. NWA Y3-6: My Body – Changing bodies and emotions NWA Y4-6: Changing adolescent body</p> <p>5. Safeguarding/ NWA Y3-4: Online relationships– Secrets and Surprises NWA Y4-4: Online relationships- – Risks with social media and how to get help</p> <p>6. Safeguarding/ NWA Y3-5 Being safe – Safe Touches NWA Y4-5: Being safe – Public, Private, Touches</p> |
|--|--|---|---|---|---|--|

