

Year Group-3/4 Cycle 1	<u>Autumn</u> <u>Roving Romans</u>	<u>Spring</u> All Around the World Rainforests	<u>Summer</u> Exploring the UK
Geography		Place knowledge Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Identify the position and significance of latitude, longitude and the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) To locate vegetation belts around the world; to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Location knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Human and physical geography Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
History	<u>The Roman Empire and its impact on Britain</u> . Julius Caesar's attempted invasion in 55-54 BC . the Roman Empire by AD 42 and the power of its army . successful invasion by Claudius and conquest, including Hadrian's Wall . British resistance, e.g. Boudica . "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <u>A local history study</u> . a study linked to Chester . a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) . a study of Roman times linked to Chester dating from a period beyond 1066		<u>A local history study</u> . a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Computing	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Art	<ul style="list-style-type: none"> . Use sketchbooks to collect, record and evaluate ideas . Improve mastery of techniques such as drawing, painting and sculpture with varied materials 	<ul style="list-style-type: none"> . Use sketchbooks to collect, record and evaluate ideas . Improve mastery of techniques such as drawing, painting and sculpture with varied materials . Learn about great artists, architects & designers 	
DT			<ul style="list-style-type: none"> . Use range of tools & materials to complete practical tasks . Generate, model & communicate ideas Evaluate existing products and improve own work .Design purposeful, functional & appealing products . Use research & criteria to develop products which are fit for purpose .Use mechanical systems in own work .Build and improve structure & mechanisms
Music	<ul style="list-style-type: none"> .appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians .play and perform in solo and ensemble contexts, using their voices and playing musical instruments 	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> . improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> .appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians .develop an understanding of the history of music.

	with increasing accuracy, fluency, control and expression	. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	. listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
PSHE	School Vision Statement Growth Mindset Getting on and falling out – understanding each other’s differences	Keeping ourselves Healthy – drug and alcohol education (at age appropriate levels) British Values	Relationships and Sex Education – (at age-appropriate levels) Moving on
PE	Indoor - Gymnastics Outdoor - Tag Rugby/Hockey	Indoor - Dance Outdoor - Basketball/Tennis	Indoor - Athletics/OAA Outdoor - Cricket/Football
MFL French	Introductory French Greetings Classroom Instructions Animals Numbers Gender Simple sentences My Family Christmas	Introductory French Numbers - Age Colours Opinions Word order J’ai - I have	Introductory French Je voudrais - I would like Connective - mais - but Numbers - 1-15 Days of the week Aussi - Also

Year Group-3/4	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Cycle 2	What was life like during World War 2?	Stone Age to the Iron Age	Amazing Ancient Egypt
Geography	Autumn2 Location knowledge (link to WW2) Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Spring 2 Human and physical geography understand geographical similarities and differences through the study of human and physical geography of a region in a European country	
History	Autumn 1 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 . a significant turning point in British history – World War 2 , Battle of Britain	Spring 1. changes in Britain from the Stone Age to the Iron Age . late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae . Bronze Age religion, technology and travel, e.g. Stonehenge . Iron Age hill forts: tribal kingdoms, farming, art and culture	the achievements of the earliest civilizations – . an overview of where and when the first civilizations appeared .an in-depth study of Ancient Egypt
Computing	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. elect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	elect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs elect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Art	<ul style="list-style-type: none"> . Use sketchbooks to collect, record and evaluate ideas . Learn about great artists, architects & designers (LS Lowry) 	Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing,	
DT			Use annotated sketches and prototypes to explain ideas .Evaluate existing products and improve own work .Use research and criteria to develop products which are fit for purpose .Understand where food comes from .Generate, model & communicate ideas .Design purposeful, functional & appealing products .Understand seasonality; prepare & cook mainly savoury dishes <i>(Community Link)</i>
Music	use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians .play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression . improvise and compose music for a range of purposes using the inter-related dimensions of music . appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians .develop an understanding of the history of music. . listen with attention to detail and recall sounds with increasing aural memory
PSHE	SEAL new beginnings Growth Mindset Say no to bullying	Keeping ourselves Healthy – drug and alcohol education (at age appropriate levels) SEAL - Good to be me	Relationships and Sex Education – (at age-appropriate levels) SEAL - Changes
PE	Indoor - Gymnastics Outdoor - Football/Hockey	Indoor - Dance Outdoor - Netball/Tennis	Indoor -Athletics/OAA Outdoor - Rounders/Tag Rugby
MFL Spanish	Introductory Spanish Greetings Classroom Instructions Animals Numbers	Introductory Spanish Numbers - Age Colours Opinions Word order	Introductory Spanish Me gustaria - I would like Connective - pero - but Numbers - 1-15 Days of the week

	Gender Simple sentences My Family Christmas	Tengo - I have	tambien - Also
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