

Year 3 & 4 Two year rolling programme

2016-2017	Theme Title & Driving Subject	Class Novel:	Curriculum Subjects & Objectives:	Cross Curricular links
Autumn 1 (7 weeks)	All About Me Driving subject: Science (Animals, including humans)		Science - Animals, including humans 1, 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 2, identify that humans and some other animals have skeletons and muscles for support, protection and movement 3, describe the simple functions of the basic parts of the digestive system in humans 4, identify the different types of teeth in humans and their simple functions 5, construct and interpret a variety of food chains, identifying producers, predators and prey	
Autumn 2 (8 weeks)	Eco Warriors Driving subject: PSHCE/Community links	Mr Stink - David Walliams		
Spring 1 (7 weeks)	? Driving subject: Geography		Geography Band 3 2, I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures 7, I can make more detailed fieldwork sketches/diagrams 9, I can use and interpret maps, globes, atlases and digital mapping to find countries and key features 10, I can use four figure grid references 11, I can use the 8 points of a compass 12, I can make plans and maps using symbols and keys 14, I can point to where countries are within the UK and their key topographical features	

		<p>15, I can name and locate the cities of the UK</p> <p>16, I can understand why there are similarities and differences between places</p> <p>17, I can show some sense of how places relate to each other</p> <p>Geography Band 4</p> <p>2, I can measure straight line distances using the right scale</p> <p>3, I can explore features on OS maps using 6 figure grid references</p> <p>4, I can recognise the different shapes of continents</p> <p>5, I can draw accurate maps with more complex keys and / or demonstrate patterns</p> <p>6, I can plan the steps for an enquiry</p> <p>8, I can describe human features of UK regions, cities and / or counties</p> <p>11, I can show I know about the wider context of places - region, country</p> <p>12, I can show where countries are within Europe, including Russia</p> <p>13, I can understand why there are similarities and differences between places</p> <p>15, I can explain how the locality is set within a wider geographical context</p>	
<p>Spring 2 (5 weeks)</p>	<p>PUPPETS</p> <p>Driving subject: Science / DT</p> <p>ART EXHIBITION / STATEMENT PIECE</p>	<p>Science - Light</p> <p>1, recognise that they need light in order to see things and that dark is the absence of light</p> <p>2, notice that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>3, recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>4, find patterns in the way that the size of shadows change</p> <p>Science - Sound</p> <p>1, identify how sounds are made, associating some of them with something vibrating</p> <p>2, recognise that vibrations from sounds travel through a medium to the ear</p>	<p>Shadow theatre?</p>

			<p>3, find patterns between the pitch of a sound and features of the object that produced them</p> <p>4, find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>5, recognise that sounds get fainter as the distance from the sound source increases</p>	
<p>Summer 1 (6 weeks)</p>	<p>THE NATURAL WORLD Driving subject: Geography</p>		<p>Geography Band 3</p> <p>1, I can ask and answer geographical questions e.g. Describe the landscape. Why is it like this? Have people affected what it looks like? What do you think about that? . . .</p> <p>3, I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why</p> <p>4, I can communicate findings in appropriate ways</p> <p>5, I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle. . .</p> <p>6. I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>13, I can show I know the physical and human features of my locality</p> <p>18, I can explain about weather conditions / patterns around the UK and parts of Europe</p> <p>Geography Band 4</p> <p>5, I can draw accurate maps with more complex keys and / or demonstrate patterns</p> <p>6, I can plan the steps for an enquiry</p> <p>7, I can show I know features nearby and beyond the UK</p> <p>9, I can understand the effect of landscape features on the development of a locality</p> <p>11, I can show I know about the wider context of places - region, country</p> <p>13, I can understand why there are similarities and differences between places</p>	

			<p>14, I can recognise that people have differing quality of life living in different locations and environments</p> <p>15, I can explain how the locality is set within a wider geographical context</p> <p>16, I can explain about key natural resources</p>	
<p>Summer 2 (7 weeks)</p>	<p>?</p> <p>Driving subject: History (Roman Empire)</p>		<p>History Band 3</p> <p>1, I can use an increasing range of common words and phrases relating to the passing of time</p> <p>2, I can describe memories of key events in his/her life using historical vocabulary</p> <p>History Band 4</p> <p>1, I can place some historical periods in a chronological framework</p> <p>2, I can use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>3, I can explain what I have learned in an organised and structured way, using appropriate terminology</p> <p>4, I can use historic terms related to the period of study</p> <p>5, I can understand that sources contradict each other</p> <p>6, I can use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p>History Band 6</p> <p>7, I can describe the Roman Empire and its impact on Britain</p>	
<p>2017- 2018</p>				
<p>Autumn 1</p>	<p>Rainforests</p> <p>Driving subject: Science (Plants, Living things and their habitats)</p>		<p>Science - Plants</p> <p>1, identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>2, 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</p> <p>3, investigate the way in which water is transported within plants</p> <p>4, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	

			<p>Science - Living things and their habitats</p> <ol style="list-style-type: none"> 1, recognise that living things can be grouped in a variety of ways 2, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 3, recognise that environments can change and that this can sometimes pose dangers to living things 	
Autumn 2	<p>STONE AGE</p> <p>Driving subject: Science (Rocks, State of matter)</p>	<p>Stig of the Dump -</p>	<p>Science - Rocks</p> <ol style="list-style-type: none"> 1, compare and group together different types of rocks on the basis of their appearance and simple physical properties 2, describe in simple terms how fossils are formed when things that have lived are trapped within rock 3, recognise that soils are made from rocks and organic matter <p>Science - States of matter</p> <ol style="list-style-type: none"> 1, compare and group materials together, according to whether they are solids, liquids or gases 2, observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celcius (°C) 3, identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	
Spring 1	<p>DISASTERS</p> <p>Driving subject: Geography</p>	<p>Earthquake disaster - Marleen Kennedy</p>	<p>Geography Band 3</p> <ol style="list-style-type: none"> 1, I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why 4, I can communicate findings in appropriate ways 8, I can use fieldwork instruments e.g. camera, rain guage 18, I can explain about weather conditions / patterns around the UK and parts of Europe <p>Geography Band 4</p> <ol style="list-style-type: none"> 1, I can understand and use a widening range of terms such as contour, height, valley erosion, deposition, transportation, headland, volcanoes, and earthquakes 6, I can plan the steps for an enquiry 9, I can understand the effect of landscape features on the development of a locality 	

			<p>10, I can describe how people have been affected by changes in the environment</p> <p>14, I can recognise that people have differing quality of life living in different locations and environments</p> <p>16, I can explain about key natural resources e.g. water in the locality</p> <p>17, I can explore weather patterns around parts of the world</p>	
Spring 2	<p>CIRCUS</p> <p>Driving subject: Art, drama, PE, ICT</p> <p>ART EXHIBITION / STATEMENT PIECE</p>	<p>Mr Galliano's travelling circus - Enid Blyton</p>		<p>History of circus Traveller history - bow top wagons etc</p>
Summer 1	<p>?</p> <p>Driving Subject: History (Anglo - Saxons)</p>		<p>History Band 3</p> <p>1, I can use an increasing range of common words and phrases relating to the passing of time</p> <p>2, I can describe memories of key events in his/her life using historical vocabulary</p> <p>History Band 4</p> <p>1, I can place some historical periods in a chronological framework</p> <p>2, I can use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>3, I can explain what I have learned in an organised and structured way, using appropriate terminology</p> <p>4, I can use historic terms related to the period of study</p> <p>5, I can understand that sources contradict each other</p> <p>6, I can use a variety of resources to find out about aspects of life in the past (historical enquiry)</p>	

			<p>History Band 6</p> <p>9, I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	
<p>Summer 2</p>	<p>BOARD GAMES</p> <p>Driving subject: Science (forces, magnets and electricity)</p>	<p>Hawkley</p>	<p>Science - Forces and magnets</p> <p>1, compare how things move on different surfaces</p> <p>2, notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3, observe how magnets attract or repel each other and attract some materials and not others</p> <p>4, 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</p> <p>5, describe magnets as having two poles</p> <p>6, predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Science - Electricity</p> <p>1, identify common appliances that run on electricity</p> <p>2, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>3, 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</p> <p>4, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>5, recognise some common conductors and insulators, and associate metals with being good conductors</p>	