Otters ClassA close up of a sign

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**Year A 2022 – 2023 curriculum sequence on a page**

| **Autumn 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- |
| **English**   * Narrative. * Information * Newspaper reports. | * Myths and legends. * Biography. * Discussion/balanced arguments. | * Historical fiction. * Explanation. * Persuasion. |
| **Maths**   * White Rose maths | * White Rose maths | * White Rose maths |
| **CUSP Science**   * Rocks * Animals, including humans * Revisit Rocks | * Forces and magnets * Light | * Plants |
| **CUSP Art and Design**   * Drawing and painting * Printmaking | * Textiles and collage * 3D | * Painting * Creative Response |
| Kapow Computing   * Online Safety * Programming | * Digital literacy * Networks and the internet | * Databases * Emailing |
| **CUSP Design and Technology**   * Textiles * Food and Nutrition | * Mechanisms * Electrical Systems | * Food and Nutrition * Structures |
| **CUSP Geography**   * Fieldwork – human and physical features | * UK Study | * Revisit human and physical features * OS maps and scale |
| **CUSP History**   * Stone Age – Iron Age | * Stone Age – Iron Age * Rome and the impact on Britain | * Rome and the impact on Britain |
| Charanga Music   * Notation * Improvisation | * Composing * Musical Experiences | * Musical Styles * Different Sounds |
| Language Angels French   * Ancient Britain * Vegetables | * Nursery Rhymes * Shapes | * Season * In the Jungle |
| PE   * Multi skills * Boot Camp * African Dance * Pilates | * Groovy Gym * Brilliant Ball Skills * Swimming | * Mighty Movers * Throwing and Catching * Active Athletics * Fitness Frenzy |
| Jigsaw PSHE   * Being Me in my World * Celebrating Difference | * Dreams and Goals * Healthy Me | * Relationships * Changing Me |
| Discovery RE   * Hinduism – Diwali * Sikhism - The Amrit Ceremony and the Khalsa * Christianity - Christmas | * Christianity – The miracles of Jesus * Christianity - Forgiveness | * Hinduism - Hindu Beliefs / Pilgrimage to the River Ganges * Sikhism - Sharing and Community / Prayer and Worship |

Year 3/4 Rolling Programme Year A

| **YEAR 3/4 Autumn 2022** | |  |  | **Weekly Science** | |
| --- | --- | --- | --- | --- | --- |
| 5/9 | Geography | Fieldwork – human and physical features  Drawing and painting Block A | Cycle 1 | How are rocks formed? | Rocks |
| Art |
| 12/9 | History | Stone Age – Iron Age  Drawing and painting | What types of rocks are there? |
| Art |
| 19/9 | Computing | Networks and the internet  Drawing and painting | Can rocks change? |
| Art |
| 26/9 | Geography | Fieldwork – human and physical features  Textiles Block A | How can we test a rock to see if it is limestone or chalk? |
| DT |
| 3/10 | History | Stone Age – Iron Age  Textiles | Is soil just dirt? What makes soil? |
| DT |
| 10/10 | Computing | Networks and the internet  Textiles | How are fossils formed? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | |  |
| 24/10 | Half Term | | | | |
| 31/10 | Geography | Fieldwork – human and physical features  Printmaking Block B | Cycle 2 | What effect does the food we eat have? | Animals, including humans |
| Art |
| 7/11 | History | Stone Age – Iron Age    Printmaking | Where is my skeleton and what does it do? |
| Art |
| 14/11 | Computing | Emailing  Printmaking | Where are my muscles and what do they do? |
| Art |
| 21/11 | Geography | Fieldwork – human and physical features  Food and Nutrition Block B |  |
| DT |
| 28/11 | History | Stone Age – Iron Age  Food and Nutrition | How are rocks formed and what types are there? | Revisit Rocks |
| DT |
| 5/12 | Computing | Emailing  Food and Nutrition | Remember: how can rocks change? |
| DT |
| 13/12 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | |  | Remember: how are fossils formed and how do we know? |
| 19/12 | Christmas break | | | | |

Year 3/4 Rolling Programme Year A

| **YEAR 3/4 Spring 2023** | |  | | **Weekly Science** | |
| --- | --- | --- | --- | --- | --- |
| Wed 4/1 | Geography | UK Study  Textiles and collage Block C | Cycle 3 | What are contact forces? | Forces and magnets |
| Art |
| 9/1 | History | Stone Age – Iron Age  Textiles and collage | How do surfaces affect the motion of an object? |
| Art |
| 16/1 | Computing | Programming - Scratch  Textiles and collage | How does friction affect moving objects? |
| Art |
| 23/1 | Geography | UK Study  Mechanisms Block C | What is a non-contact force?  How is this different to a contact force? |
| DT |
| 30/1 | History | Stone Age – Iron Age  Mechanisms | How do magnets attract and repel? |
| DT |
| 6/2 | Computing | Programming - Scratch  Mechanisms | Which materials are magnetic? Forces and magnetism summary |
| DT |
| 13/2 | Half term | | | |
| 20/2 | Geography | UK Study  3D | Cycle 4 |  |
| Art |
| 27/2 | History | Rome and the impact on Britain  3D Block D | Do we need light to see things? Remember: what are light sources and what are not light sources? | Light |
| Art |
| 6/3 | Computing | Digital literacy  3D |  |
| Art |
| 13/3 | Geography | UK Study  Systems | How are shadows formed? |
| DT |
| 20/3 | History | Rome and the impact on Britain  Systems |  |
| DT |
| 27/3 | Computing | Databases  Systems | What happens to the size of a shadow when the object moves closer to, or away from, the light source? |
| DT |
| Easter break | | | | | |

Year 3/4 Rolling Programme Year A

| **YEAR 3/4 Summer 2023** | |  |  | **Weekly Science** | |
| --- | --- | --- | --- | --- | --- |
| 17/4 | Geography | Revisit human and physical features  Painting | Cycle 5 | What are the parts of a flowering plant? What do they do? | Plants |
| Art |
| 24/4 | History | Rome and the impact on Britain  Painting |  |
| Art |
| 1/5 | Computing | Databases  Painting | Do all plants need the same things to thrive and grow? |
| Art |
| 8/5 | Geography | Revisit human and physical features  Food and Nutrition Block D |  |
| DT |
| 15/5 | History | Rome and the impact on Britain  Food and Nutrition | How do leaves make food for the plant? |
| DT |
| 22/5 | Computing | Online Safety  Food and Nutrition |  |
| DT |
| 29/5 | Half Term | | | |
| 5/6 | Geography | OS maps and scale  Creative Response | Cycle 6 | How does water move through a plant? |
| Art |
| 12/6 | History | Rome and the impact on Britain  Creative Response |  |
| Art |
| 19/6 | Computing | Online Safety  Creative Response | What do flowers do? |
| Art |
| 26/6 | Geography | OS maps and scale  Structures |  |
| DT |
| 3/7 | History | Rome and the impact on Britain  Structures | What is pollination? |
| DT |
| 10/7 | Computing | Online Safety  Structures |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | | |
| 22/7 | Summer break | | | | |

**Year B 2022 – 2023 curriculum sequence on a page**

| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| --- | --- | --- |
| **English**   * Poetry. * Instructions. * Chronological reports. | * Autobiography. * Fables * Fairy tales. | * Adventure stories. * Non-chronological reports. * Diaries. |
| **Maths**   * White Rose maths | * White Rose maths | * White Rose maths |
| **CUSP Science**   * Living things and their habitats * Electricity | * Animals, including humans | * States of matter * Sound |
| **CUSP Art and Design**   * Drawing * Painting | * Printmaking and textiles * 3D and collage | * Painting * Creative Response |
| Kapow Computing   * Online safety * Collaborative learning * Further coding with Scratch | * Website design * Computational thinking | * Investigating weather * Skills Showcase - HTML |
| **CUSP Design and Technology**   * Food and Nutrition * Electrical systems | * Mechanisms * Food and Nutrition | * Textiles * Structures |
| **CUSP Geography**   * Rivers * Latitude and longitude | * Latitude and longitude * Water cycle | * Rivers revisited * Map skills – environmental regions |
| **CUSP History**   * Britain’s settlement by Anglo-Saxons and Scots | * Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Ancient civilisation - Egypt | * Ancient civilisation - Egypt |
| Charanga Music   * Time Signatures * Elements to Make Music | * Pulse and Groove * Melody Creations | * Connecting Notes and Feelings * Purpose, Identity and Expressions |
| Language Angels French   * I am Learning * Animals | * Fruits * I can | * Ice Cream * Little Red Riding Hood |
| PE   * Invaders * Boot Camp * Dynamic Dance * Mighty Movers | * Gym Sequences * Striking and Fielding * Swimming | * Nimble Nets Tennis * Cool Core * Young Olympians * Fitness Frenzy |
| Jigsaw PSHE   * Being Me in my World * Celebrating Difference | * Dreams and Goals * Healthy Me | * Relationships * Changing Me |
| Discovery RE   * Judaism – Belief and practice * Buddhism – Buddha’s teachings * Christianity - Christmas | * Judaism - Passover * Buddhism – The 8-fold-path * Christianity - Easter | * Judaism - Rites of Passage and good works * Buddhism – The 8-fold-path * Christianity – Prayer and Worship |

Year 3/4 Rolling Programme Year B

| **YEAR 3/4 Autumn 2023** | |  |  | **Weekly Science** | |
| --- | --- | --- | --- | --- | --- |
| 5/9 | Geography | Rivers  Drawing Block A | Cycle 1 | What are the characteristics of living things? | Living things and their habitats |
| Art |
| 12/9 | History | Britain’s settlement by Anglo-Saxons and Scots  Drawing | What animals are vertebrates? |
| Art |
| 19/9 | Computing | Online safety  Drawing | What animals are invertebrates? |
| Art |
| 26/9 | Geography | Rivers  Food and Nutrition Block A | What groups are plants classified in? |
| DT |
| 3/10 | History | Britain’s settlement by Anglo-Saxons and Scots  Food and Nutrition | What is classification?  How do I use a key? |
| DT |
| 10/10 | Computing | Online safety  Food and Nutrition | What happens if the environment in a habitat changes? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | |  |  |
| 24/10 | Half Term | | | | |
| 31/10 | Geography | Rivers  Painting Block B | Cycle 2 | What appliances use electricity? What sort of power makes them work? | Electricity |
| Art |
| 7/11 | History | Britain’s settlement by Anglo-Saxons and Scots  Painting |  |
| Art |
| 14/11 | Computing | Further coding with scratch  Painting | What are the components in a simple series circuit? |
| Art |
| 21/11 | Geography | Latitude and longitude  Electrical Systems Block E |  |
| DT |
| 28/11 | History | Britain’s settlement by Anglo-Saxons and Scots  Electrical Systems | What are the effects of changing circuit components and batteries? |
| DT |
| 5/12 | Computing | Further coding with scratch  Electrical Systems |  |
| DT |
| 12/12 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | |  |  |
| 19/12 | Christmas break | | | | |  |  |  |

Year 3/4 Rolling Programme Year B

| **YEAR 3/4 Spring 2024** | |  | | **Weekly Science** | |
| --- | --- | --- | --- | --- | --- |
| Wed 4/1 | Geography | Latitude and longitude  Printmaking and textiles Block C | Cycle 3 | What teeth do humans have?  What do they do? | Animals, including humans |
| Art |
| 9/1 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Printmaking and textiles | How does our mouth and teeth help digestion? What’s the process? |
| Art |
| 16/1 | Computing | Investigating weather  Printmaking and textiles | Can teeth tell us what animals eat? |
| Art |
| 23/1 | Geography | Latitude and longitude  Mechanisms Block B | What are the parts of the digestive system?  What do they do? |
| DT |
| 30/1 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Mechanisms | How does digestion work? What’s the process? |
| DT |
| 6/2 | Computing | Investigating weather  Mechanisms | How does digestion work? What’s the process? |
| DT |
| 13/2 | Half term | | | |
| 20/2 | Geography | Water cycle  3D and collage Block D | Cycle 4 |  |
| Art |
| 27/2 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  3D and collage | What are food chains How do they work? | Animals, including humans |
| Art |
| 6/3 | Computing | Website design  3D and collage | How do I construct and interpret a food chain? |
| Art |
| 13/3 | Geography | Water cycle  Food and Nutrition Block F | SUMMARY  How are teeth, digestion and food chains connected?? |
| DT |
| 20/3 | History | Ancient civilisation - Egypt  Food and Nutrition |  |
| DT |
| 27/3 | Computing | Website design  Food and Nutrition |  |
| DT |
| Easter break | | | | | |

Year 3/4 Rolling Programme Year B

| **YEAR 3/4 Summer 2024** | |  |  | **Weekly Science** | |
| --- | --- | --- | --- | --- | --- |
| 17/4 | Geography | Rivers  Painting Block E | Cycle 5 | What is matter?  What does ‘state’ mean? | States of matter |
| Art |
| 24/4 | History | Ancient civilisation - Egypt  Painting | What are solids, liquids and gases? |
| Art |
| 1/5 | Computing | Collaborative learning  Painting | Melting: how do materials change state? |
| Art |
| 8/5 | Geography | Rivers  Structures Block D | Evaporating: how do materials change state? |
| DT |
| 15/5 | History | Ancient civilisation - Egypt  Structures | Condensing: how do materials change state? |
| DT |
| 22/5 | Computing | Collaborative learning  Structures | Summary: how do materials change their state of matter? |
| DT |
| 29/5 | Half Term | | | | |
| 5/6 | Geography | Fieldwork and mapping – environmental regions  Creative Response Block F | Cycle 6 | What is sound? | Sound |
| Art |
| 12/6 | History | Ancient civilisation - Egypt  Creative Response | How does sound travel? |
| Art |
| 19/6 | Computing | Computational thinking  Creative Response | What is the pitch and loudness of sound? |
| Art |
| 26/6 | Geography | Fieldwork and mapping – environmental regions  Textiles Block C |  |  |
| DT |
| 3/7 | History | Ancient civilisation - Egypt  Textiles |  |
| DT |
| 10/7 | Computing | Computational thinking  Textiles |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.  The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | | |
| 22/7 | Summer break | | | | |