

| Y3/4         | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| CFL          | <b>Can you walk like an Egyptian?</b><br>Wow – Travel the tunnels of the Great Pyramid   | <b>Can you walk like an Egyptian</b>   | <b>Why did the Romans invade Britain?</b><br>Wow – Visit Roman ruins  | <b>Why did the Romans invade Britain?</b>   | <b>Take a walk in the shoes of an Anglo-Saxon</b><br>Wow – Meet an Anglo-Saxon   | <b>On a Quest around the world</b><br>Wow – The Quest immersion day  |
| Class Reader | The BFG  | Gangsta Granny   | The Secret Garden   | Charlotte's Web   | The Lion the Witch and the Wardrobe  | The Quest  |
| Science      | How did the Egyptians light the pyramids? Carry out and write up experiment on reflection/refraction <b>To recognise that they need light in order to see things and that dark is the absence of light, to notice that light is reflected from surfaces, to recognise that light from the sun can be dangerous and that there are ways to protect their eyes, to recognise that shadows are formed when the light from a light source is blocked by an opaque object, to find patterns in the way that the size of shadows change.</b> | To understand the different parts of the digestive system and the use of organs. Make their own digestive system using household items such as paper cups, orange juice and a pair of tights. <b>Describe the simple functions of the basic parts of the digestive system in humans.</b> Link to the use of Canopic jars in Ancient Egypt. | Experiment with different instruments seeing which makes the loudest, quietest, deepest, highest sound etc. How does sound travel? Can we see/hear the vibrations? What happens to the vibration when the pitch is changed? <b>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it</b> | Food Chains- What is prey/predator? Looking at the different groups herbivores, omnivores and carnivores. Who are producers, primary consumers and secondary consumers? Make food chains accordingly. <b>Construct and interpret a variety of food chains, identifying producers, predators and prey.</b> | Forces and magnets – Children to set up an enquiry about how far an object can move on different surfaces and draw conclusions from their findings. Make a simple compass to show the use of magnets, also use to teach directions. Make predictions and sort materials into magnetic and non-magnetic, what are the properties? <b>To compare how things move on different surfaces, to notice that some forces need contact between two objects, but magnetic forces can act at a distance, to observe how magnets attract or repel each other and attract some materials and not others, to 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, to describe magnets as having two poles, to predict whether two magnets will attract or repel each other, depending on which poles are facing.</b> |  |
| Geography    |  | Using atlases/ computers/ globes locate Egypt on the map – Create a fact file comparing the UK and Egypt. <b>Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Identifying key topographical features and land use patterns</b>   | Romulus and Remus - Myths and legends (xcurricular) Produce own myth and legend, looking at Roman forts, how were they made and why? Label parts of a fort. <b>Human geography – including: types of settlement and land use.</b>   |   | Looks at the names of towns, which were named in Anglo-Saxon times. Label an Anglo-Saxon map and locate the towns. Find the root meaning of words e.g.: Bury = Fortified Place <b>Name and locate counties and cities of the UK</b>  | Using the book 'The Quest' compare homes, shops and amenities in different environments around the world. <b>Human Geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b> |
| History      | Egyptian Gods and Goddesses - looking at the common characteristics (body of a human, head of an animal) and complete top trump style fact files.  | Looking into the past to find evidence of jobs (lifestyle of Ancient Egyptians). Independent project – market place activity culminating in non-chronological report. <b>The achievements of the earliest civilizations.</b> (XCurricular computing)   | Research project about the Roman army – present findings to Year 1/2. <b>The Roman Empire and its impact on Britain. The Roman Empire by AD42 and the power of its Army</b>   | Look at the lifestyle of the Romans. Using the iPads the children are going to create a mini-research project.  | Look at the lifestyle of the Anglo-Saxons, laws and religion (xcurricular RE) <b>Anglo-Saxon laws and justice. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</b>   |  |
| Art          | Make memory paper using pulp – make canopic jars. <b>Improve mastery of art and design techniques including sculpture with a range of materials.</b>   |  | Produce a Roman mosaic clock (Xcurricular) using Roman Numerals. <b>Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists and designers in history</b>  |   |  |  |
| Computing    | Write a set of rules for E-Safety – <b>Learn to use technology safely, respectfully and responsibly. Recognise unacceptable/acceptable behaviour and identify a range of ways to report concerns.</b>  | Use search technologies effectively to research Ancient Egypt. Link to history lesson <b>Use search technologies effectively</b>   | Write a blog on their findings about the Roman Army. <b>Collecting, analysing, evaluating and presenting data and information</b>   | Use programme 'Morfo' to create an image of a Roman soldier. <b>Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals.</b>  | Type up their biography of Anglo-Saxon royalty and edit using word   | Create an excel spreadsheet (xcurricular maths) link to class reader.  |
| PE           | Create a routine, using balances, rolls and jumps – <b>Developing a broader range of skills and learn how to use them in different ways and to link them to make actions and sequences of movement</b>   | Dance <b>Perform dances using a range of movement patterns</b>   | Games – Netball Skills <b>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b>   |   | Athletics – Track skills <b>Develop flexibility, strength, technique, control and balance</b>  | Athletics – Field activities <b>Develop flexibility, strength, technique, control and balance.</b>   |
| Music        | Recorders – Learning simple notes on the recorder and <b>simple music notion.</b>  | Recorders – Learn a Christmas carol and perform in worship. <b>Listen with attention to detail and recall sounds with increasing aural memory.</b>   |   | Recorders – compose their own piece of music, using simple notation. <b>Play and perform in ensemble, playing musical instruments with increasing fluency, control and expression.</b>  | Recorders – Performance poetry. Compose a piece of music to accompany their piece of poetry on the Anglo-Saxons <b>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</b>   | Recorders – End of year performance with parents and guardians. Link to top 10 opportunities- afternoon tea with members of the community.   |

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| Technology    |  | Making a shaduf. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular individual or groups |   |   |   | Design and make a home which is suitable and can stay standing in different environments. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. |
| RE            | 3.1 The Old Testament – Called by God (6hrs)<br>Islam – Sacred Places (2hrs)<br>Christmas – Light (6hrs) |   | Hinduism – Sacred Places (2hrs)<br>4.3 Jesus the Son of God (7hrs)<br>4.4 Easter – Betrayal and Trust (5hrs)  |   | Judaism – Sacred Places (2hrs)<br>4.5 Church (6hrs)<br>S5 Expressing Christian faith through art (4hrs) |   |
| MFL           | All about me – Introducing name, features, body parts, family members                                    | All about me – Introducing name, features, body parts, family members   | Café – Learning different types of food   | Café – Learning different types of food                   | Hobbies – Children to describe different hobbies  | Hobbies – Children to describe different hobbies  |
| Literacy Link | A descriptive piece of writing, describing the setting of Ancient Egypt                                  |   | Write a letter to Boudica – What was it like to lead the rebellion against the Roman empire? Why did you decide to rebel? Etc<br>British resistance, for example, Boudica | Write a set of instructions – How to make a Roman sandal. | Write a biography of an Anglo-Saxon Royalty and write a poem on the Anglo-Saxons                        |   |