Curriculum Plan Year B

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| **Year B** | **Autumn Term:****Let's Explore**(Geography) | **Spring Term:****Let's Experiment**(Science) | **Summer Term:****Let's Remember**(History) |
| **English** | Text 1: **Lord of the Forest** (F)**Link**: Science – animals and habitats Text 2:**Penguins** (NF)**Link**: Science – animals and habitatsGeog – human/physical | Text 3:**Outdoor Wonderland** (NF)**Link**: Science – plantsGeog – UK locationsText 4:**Mog’s Christmas Calamity** (F)**Link**: R.E. - Christmas | Text 1:**Until I Met Dudley** (NF)**Link**: Science/technologyText 2:**Leon and the Place Between** (F)**Link**: Science – electricity and light | Text 3:**Marvin and Milo Adventures in Science** (NF)**Link**: Science – electricity and lightText 4:**Paint Me a Poem** (P)**Link**: Art – mechanical/light | Text 1:**Dragons: Truth, Myth and Legends** (F)**Link**: History – Roman relationships to beasts/animalsText 2:**An Anthology of Intriguing Animals** (NF)Link: Science – animals and habitats – food/food chains | Text 3:**Firebird** (F)**Link**: History – traditional storiesText 4:**Poetry Pie** (P)**Link**: D&T food tech – Science – digestion & teeth |
| **Maths**White Rose | Number – Place value 4 weeksNumber - addition and subtraction 4 weeks Number – Multiplication and division 4 weeks | Number – Multiplication and division 2 weeks Measurement – length, perimeter and area 2 weeks Number - fractions 4 weeks  Year 3 – Measurement – Mass and Capacity -3weeksYear 4 – Number – decimals –3 weeks | Number – Decimals (including money) 3 weeks Measurement – Time 2 weeks Statistics 2 weeks Geometry – Properties of shape (including Y4 position and direction) 4 weeks  |
| **Science** | **Y4 Living Things and their Habitats****Vocabulary****Working scientifically/ transferable words**research (question, enquiry, comparative, fair, systematic, observation, accurate), equipment, data(gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret **Topic Specific**Environment, flowering, non-flowering, plants, animals, environment, dangersVertebrate – fish, amphibians, reptiles, birds, mammalsInvertebrate – snails, slugs, worms, spiders, insectsPlants – flowering plants including grasses, non-flowering including mosses and fernsHuman impactPositive – nature reserves, ecologically planned parks, gardens and pondsNegative – population, development, litter, deforestation | **Y3 Plants****Vocabulary****Working scientifically/ transferable words**research (question, enquiry, comparative, fair, systematic, observation, accurate), equipment, data(gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret**Topic Specific**Structure – flowering plants, roots, stem/trunk, leaves, flowersFunction – nutrients, support, reproduction, makes its own foodRequirements for life and growth – air, light, water, nutrients from soil, room to grow, needs vary, fertiliserLife cycle – flowers, pollination, seed formation, seed dispersal |  **Y4 Electricity** **Vocabulary****Working scientifically/ transferable words**research (question, enquiry, comparative, fair, systematic, observation, accurate), equipment, data(gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret**Topic Specific**appliances, circuit, cell, battery, wire, lamp (~~bulb~~), buzzer, danger, safety, sign, switch, open , closedInsulators - wood, rubber, plastic, glassConductors – metal, water | **Y3 Light****Vocabulary****Working scientifically/ transferable words**research (question, enquiry, comparative, fair, systematic, observation, accurate), equipment, data(gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret**Topic Specific**light, see, dark, reflect, surface**natural** – star, sun, (moon)**artificial** – torch, candle, lampshadow, blocked, solid, sunlight, dangerous, protect eyes | **Y4 Animals including Humans – Digestion & teeth****Vocabulary****Working scientifically/ transferable words**research (question, enquiry, comparative, fair, systematic, observation, accurate), equipment, data(gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret**Topic Specific (Y4)**Human digestive system, mouth,**tongue** - mixes, moistens, saliva,**teeth**incisors – cutting, slicingcanines – ripping, tearingmolars – chewing, grindingoesophagus, transports, stomach, acids, enzymes**small intestine** – absorbs, water, vitamins**large intestine** – compactscarnivore, herbivore, omnivore, brush, floss, sugar, food chain, sun, producers, prey, predators  |
| **D&T** | Design, Make, Evaluate, Technical Knowledgeresearch, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, patterntools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aestheticsinvestigate, analyse, design criteriastrengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, computing to programme, monitor and control**Textiles** – Norse Purse**Topic Specific**paper pattern, cut, join, fabric, textile, running stitch, buttons, bond web, decorate, beads, sequins  | Design, Make, Evaluate, Technical Knowledgeresearch, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, patterntools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aestheticsinvestigate, analyse, design criteriastrengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, computing to programme, monitor and control**Electrical & Mechanical** – **Topic Specific**circuit, switch, lamps, buzzer, motor, battery, cell, wire, remote-controlled, material, property, conduct, insulate, program | Design, Make, Evaluate, Technical Knowledgeresearch, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, patterntools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aestheticsinvestigate, analyse, design criteriastrengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, computing to programme, monitor and control**Food Tech –** Roman Lunch**Topic Specific**paper pattern, cut, join, fabric, textile, running stitch, buttons, bond web, decorate, beads, sequins |
| **Art** | Drawing skillsExperiment with mark making using a range of pencils, 2H HB 2B 4B. Create depth and shadows using cross hatching. Focus on pattern, , draw a leaf and fill it with a range of patterns., circles, triangles, s shapes.Work in monochrome. (Lord of the Forest)Using a range of drawing materials and scales, sticks with charcoal or sponges with paint, create a large forest image. (Outdoor wonderland) | Painting and PrintingColour mixing to create tertiary colours.Creating a glaze using watercolours.Monoprinting.One and two step tile printing. | SculptureClayCross hatch and slip to make joins. |
| **Computing** | E-safety: Google Don’t fall for fake. | Digital Literacy: Research and develop a topic. | Coding interactive chat bot | Coding Game – Boatrace | Digital Literacy: ChildNet video competition | Coding Project |
| **History** | Anglo Saxons & Vikings (Norsemen)*National Curriculum**Britain’s settlement by Anglo-Saxons and Scots*

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| * *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
* *Scots invasions from Ireland to north Britain (now Scotland)*
* *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
* *Anglo-Saxon art and culture*
* *Christian conversion – Canterbury, Iona and Lindisfarne*
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*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** *Viking raids and invasion*
* *resistance by Alfred the Great and Athelstan, first king of England*
* *further Viking invasions and Danegeld*
* *Anglo-Saxon laws and justice*
* *Edward the Confessor and his death in 1066*

**Vocabulary**Transferableinformation sources, interpretation, (written) accounts, negative views, archaeological site, chronological, historical periods of time, compare, contrast, living memory, lifestyle, BC, AD, BCE, CE, invasion, occupation | Victorians (light touch)tbc |  Romans*National Curriculum**the Roman Empire and its impact on Britain** *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, for example, Boudica*
* *‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

**Vocabulary**Transferableinformation sources, interpretation, (written) accounts, negative views, archaeological site, chronological, historical periods of time, compare, contrast, living memory, lifestyle, BC, AD, BCE, CE, invasion, occupation |
| **Geography** | Settlements\*European countries and major cities linked with Saxons and Norse\*UK counties related to old UK kingdoms\*geographical similarities and differences between Nordic landscape and UK – reasons for settling on UK shores\*human geography – types of settlement and land use, economic activity including trade links, and the distribution of naturalresources including energy, food, minerals and water **Vocabulary**TransferableNatural and human environments, Human and physical features, physical and human processes, formation/use, landscape, environment, Earth’s features |  |  UK/Europe\*European countries and major cities linked with Roman Empire\*UK counties related to old UK tribes when Romans arrived\*geographical similarities and differences between areas in Roman Empire\*human geography – types of settlement and land use, economic activity including trade links, and the distribution of naturalresources including energy, food, minerals and water **Vocabulary**TransferableNatural and human environments, Human and physical features, physical and human processes, formation/use, landscape, environment, Earth’s features |
| **Music** | SingingPlayingImprovising and composingNotationListeningHistory**Music from Saxon/Viking era? Composing music to represent settlement or finding a new land?**Vocabularychants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast | SingingPlayingImprovising and composingNotationListeningHistoryVocabularychants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast | SingingPlayingImprovising and composingNotationListeningHistoryGustav Holst - planetsVocabularychants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast |
| **MFL****Y3 Twinkl** | 1. Getting to know you
2. All about me
 | 1. Food
2. Family and friends
 | 1. School
2. Time
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| **PE** | **Tag Rugby**Core skills – running, throwing, catching, attacking, defending**Tennis**Core skills – throwing, catching, control, techniqueVocabularyCore skills  | **Football**Core skills - running, attacking, defending, flexibility, strength, technique, control, balance**Gymnastics (church hall)**Core skills - jumping, flexibility, strength, technique, control, balanceVocabularyCore skills | **Handball**Core skills - running, throwing, catching, attacking, defending **Dance (church hall)**Core skills -, jumping, flexibility, strength, technique, control, balanceVocabularyCore skills | **Hockey**Core skills - running, attacking, defending, technique, control**Circuits/creative activities**Core skills - running, jumping, throwing, catching, flexibility, strength, technique, control, balanceVocabularyCore skills | **Dartmoor 3 Ball (rec field)**Core skills - running, throwing, catching, technique,**Swimming (4&6)/OAA**Core skills - strength, technique, controlVocabularyCore skills | **Athletics (rec field/playground)**Core skills - running, jumping, throwing, catching, flexibility, strength, technique, control, balance**Swimming (3/5) /OAA**Core skills - strength, technique, controlVocabularyCore skills |
| **RE**Devon and Torbay RE Syllabus Y3 Units | 2a.1: CREATION/ FALL: What do **Christians** learn from the creation story? | How do festivals and family life show what matters to **Jewish** people? | 2a.2 PEOPLE OF GOD: What is it like to follow **God**? | How do festivals and worship show what matters to a **Muslim**? | 2a.4 GOSPEL: What kind of world did **Jesus** want? | How and why do **religious** and **non-religious** people try to make the world a better place? |
| Jigsaw (PSHE) **Vocab identified on weekly planning****Y4 Scheme of work** | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |