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 habitats  Geog – human/physical | Text 3:  **Outdoor Wonderland** (NF)  **Link**: Science – plants  Geog – UK locations  Text 4:  **Mog’s Christmas Calamity** (F)  **Link**: R.E. - Christmas | Text 1:  **Until I Met Dudley** (NF)  **Link**: Science/technology  Text 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 light  Text 4:  **Paint Me a Poem** (P)  **Link**: Art – mechanical/light | Text 1:  **Dragons: Truth, Myth and Legends** (F)  **Link**: History – Roman relationships to beasts/animals  Text 2:  **An Anthology of Intriguing Animals** (NF)  Link: Science – animals and habitats – food/food chains | Text 3:  **Firebird** (F)  **Link**: History – traditional stories  Text 4:  **Poetry Pie** (P)  **Link**: D&T food tech – Science – digestion & teeth |
| **Maths**  White Rose | Number – Place value  4 weeks  Number - 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 -3weeks  Year 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, dangers  Vertebrate – fish, amphibians, reptiles, birds, mammals  Invertebrate – snails, slugs, worms, spiders, insects  Plants – flowering plants including grasses, non-flowering including mosses and ferns  Human impact  Positive – nature reserves, ecologically planned parks, gardens and ponds  Negative – 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, flowers  Function – nutrients, support, reproduction, makes its own food  Requirements for life and growth – air, light, water, nutrients from soil, room to grow, needs vary, fertiliser  Life 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 , closed  Insulators - wood, rubber, plastic, glass  Conductors – 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, lamp  shadow, 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, slicing  canines – ripping, tearing  molars – chewing, grinding  oesophagus, transports, stomach, acids, enzymes  **small intestine** – absorbs, water, vitamins  **large intestine** – compacts  carnivore, herbivore, omnivore, brush, floss, sugar, food chain, sun, producers, prey, predators | |
| **D&T** | Design, Make, Evaluate, Technical Knowledge  research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern  tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics  investigate, analyse, design criteria  strengthen, 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 Knowledge  research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern  tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics  investigate, analyse, design criteria  strengthen, 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 Knowledge  research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern  tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics  investigate, analyse, design criteria  strengthen, 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 skills  Experiment 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 Printing  Colour mixing to create tertiary colours.  Creating a glaze using watercolours.  Monoprinting.  One and two step tile printing. | | Sculpture  Clay  Cross 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*   |  | | --- | | * *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* |   *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**  Transferable  information 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**  Transferable  information 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**  Transferable  Natural 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**  Transferable  Natural and human environments, Human and physical features, physical and human processes, formation/use, landscape, environment, Earth’s features | |
| **Music** | Singing  Playing  Improvising and composing  Notation  Listening  History  **Music from Saxon/Viking era? Composing music to represent settlement or finding a new land?**  Vocabulary  chants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast | | Singing  Playing  Improvising and composing  Notation  Listening  History  Vocabulary  chants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast | | Singing  Playing  Improvising and composing  Notation  Listening  History  Gustav Holst - planets  Vocabulary  chants, 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 | |
| **PE** | **Tag Rugby**  Core skills – running, throwing, catching, attacking, defending  **Tennis**  Core skills – throwing, catching, control, technique  Vocabulary  Core skills | **Football**  Core skills - running, attacking, defending, flexibility, strength, technique, control, balance  **Gymnastics (church hall)**  Core skills - jumping, flexibility, strength, technique, control, balance  Vocabulary  Core skills | **Handball**  Core skills - running, throwing, catching, attacking, defending  **Dance (church hall)**  Core skills -, jumping, flexibility, strength, technique, control, balance  Vocabulary  Core skills | **Hockey**  Core skills - running, attacking, defending, technique, control  **Circuits/creative activities**  Core skills - running, jumping, throwing, catching, flexibility, strength, technique, control, balance  Vocabulary  Core skills | **Dartmoor 3 Ball (rec field)**  Core skills - running, throwing, catching, technique,  **Swimming (4&6)/OAA**  Core skills - strength, technique, control  Vocabulary  Core skills | **Athletics (rec field/playground)**  Core skills - running, jumping, throwing, catching, flexibility, strength, technique, control, balance  **Swimming (3/5) /OAA**  Core skills - strength, technique, control  Vocabulary  Core 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 |