



Lower Key Stage 2 (Year 3, 3/4 , 4) Cycle B 2020-21

		Stones 'N Bones		Mad as a Hatter		Extreme Earth	
		Wow: Showcase:		Wow: Showcase:		Wow: Showcase:	
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	Reading	Word reading	NC Appendix 1 (NC p 35)				
		Comprehension	Genres and Texts include: <ul style="list-style-type: none"> • DEAL opportunities with hunter-gatherers meetings role-played. • Write a story inspired by the Stone Aged Boy (F) • Make a leaflet for a Museum 'How the Celtic homes were built' or 'Inside a round house' (NF) • How to wash a woolly Mammoth – picture book (Instructions) (NF) • Write a diary extract for key event in Stig of the Dump (F) • Shape poem for Stonehenge (P) 	<ul style="list-style-type: none"> • Play script based on the 'Mad Hatters Tea Party' (F) • Recount from trip to 'Stockport Hat Museum' (NF) • Newspaper report based on the book 'The Accidental Prime Minister' (NF) • Fantasy story based on 'The Worst Witch' (F) • Narrative Poem based on 'The Cat in the Hat' (P) 	<ul style="list-style-type: none"> • Writing a letter in role as children after the disaster - Based on the text 'Escape from Pompeii' (F) • Fact file on earthquakes and volcanoes in the style of the book: Earth Shattering Events (NF) • Discussion/comparative report – Should people re-build towns and cities close to active volcanoes? (NF) • Writing a diary entry in role as Mary Anning- Based on the text 'Stone Girl Bone Girl' (F) • Shape Poem based on 'the abominables' (P) 		
	Writing	Transcription	No Nonsense Spelling programme				
		Composition	Writing: narrative and non-narrative (NC p 39)				
		VGP	NC Appendix 2				
	Speaking & Listening	12 Statutory statements (NC p 17)					
Maths		Number and Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Measurement: Money (Y3) Statistics (Y3)		Measurement: Money (Y4) (Y3/4) Statistics (Y4) (Y3/4) Measurement: Time	

	Measurement: Length and Perimeter (Y4)		Measurement: Length and Perimeter(Y3)(Y3/4) Measurement: Area (Y4) (Y3/4) Fractions (Y4) (Y3/4) Decimals (Y4) (Y3/4) Measurement: Mass and Capacity (Y3/4)		Measurement: Mass and Capacity (Y3) Geometry: Properties of Shape Geometry: Position and Direction (Y4) (Y3/4) Decimals (Y4) (Y3/4) Fractions (Y3)	
PE	Swimming Health related fitness	Swimming Invasion games (basketball/netball)	Swimming Striking and fielding games - rounders	Gymnastics- linking movements together. Net and wall games – dodgeball/tennis	Dance - Space OAA	Gymnastics- symmetry & asymmetry. Athletics
Computing	Regular digital footprint activities. Purple mash - online safety	Purple mash <ul style="list-style-type: none"> • Spreadsheets • Branching database • Graphing • 2type 	Coding – 2code	Coding – Scratch	Search engines, safe searching and copyright Find, save and import images and information from the internet How search works School email or purple mash 2email (talk about other ways to communicate)	2 publish 2 animate 2 create a story
Science	Rocks	Light	Forces and magnets	Living things and their habitats	Electricity	Sound
History	Stone Age to Iron Age		Local history – Stockport hatting industry		Pompeii	
Geography	8 points of a compass – locate directions of stone age sites from Stockport.	Follow a route map – directions to Stonehenge Recognise key rivers and mountains in the UK	Collecting and analysing data. Sketch maps Create a map of a short route.	Study how human and physical characteristics have changed	Map work including coordinates to locate features. Using atlases. Locating places	Weather patterns including the water cycle.

				over time in Stockport.	Recognise biomes in Europe.	Describe key features e.g. volcanoes and plates.
Art and Design	<p><u>Evaluating and developing work</u></p> <p><u>Exploring and developing ideas</u></p> <p><u>Painting</u> <u>Year 3</u> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. <u>Year 4</u> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process.</p>		<p><u>Evaluating and developing work</u></p> <p><u>Exploring and developing ideas</u></p> <p><u>Textiles</u> <u>Year 3</u> - Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Name the tools and materials they have used. <u>Year 4</u> - Develop skills in stitching. Cutting and joining. - Match the tool to the material. - Choose textiles as a means of extending work already achieved.</p>		<p><u>Evaluating and developing work</u></p> <p><u>Exploring and developing ideas</u></p> <p><u>Collage/Mixed Media</u> <u>Year 3</u> - Experiment with a range of media e.g. overlapping, layering to create images and represent textures etc. - create images from a variety of media eg photocopies, fabric, crepe paper, magazines etc <u>Year 4</u> Match the tool to the material. - Combine skills more readily. - Choose collage or textiles as a means of extending work already achieved. - Use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	
Design technology	Mechanical systems Pneumatics eg make a moving toy/creature for Cave Baby		Textiles 2D shape to 3D product- eg making hats (Link to art)		Mechanical systems Levers and Linkages- eg make a book with a moving part (link to text)	
RE	L2.1 What do different people believe about God? (Y3)	L2.3 Why is Jesus inspiring to some people? (Y4)	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Y3)		L2.7 What does it mean to be a Christian in Britain today? (Y3)	L2.8 What does it mean to be a Hindu in Britain today? (Y3)

	L2.2 Why is the Bible so important for Christians today? (Y4)		L2.4 Why do people pray? (Y4)		L2.9 What can we learn from religions about deciding what is right/wrong? (Y4)	
MFL - Spanish	All about me	Where I live (Y3) How I look (Y4)	Around the world (Y3) Weather (Y4)		Around the house (Y3) Seasons (Y4)	Our world (Y3) Describing people and things (Y4)
PSHE/SRE	What are the rules that keep us safe? (Y3) Who are we? (Y4) + SRE	What can we do about bullying? (Y3) How can we be a good friend? (Y4) + SRE	What are we responsible for? (Y3) How do we grow and change? (Y4) + SRE	How can we describe our feelings? (Y3) How do we grow and change? (Y4) + SRE	How can we eat well? (Y3) How can we keep safe in our local area? (Y4) + SRE	What jobs would we like? (Y3) How can we keep safe in our local area? (Y4) + SRE
Music	<p><u>Year 3</u> Unit Title: Let your Spirit Fly! Music style: R&B Instruments: Glockenspiel Recorder</p> <p><u>Year 4</u> Unit Title: Mamma Mia! Music style: 70's ABBA Instruments: Glockenspiel Recorder</p>	Christmas sing along	<p><u>Year 3</u> Unit Title: Three Little Birds Music style: Reggae Instruments: Glockenspiel Recorder</p> <p><u>Year 4</u> Unit title: Stop! Music style: A song/rap about bullying.</p> <p><u>ALL</u> <i>European music</i> Perform, listen to review and evaluate music from around Europe.</p>	<p><u>Year 3</u> Unit title: The Dragon Song Music style: Songs about kindness, respect, Friendship, acceptance and happiness. Instruments: Glockenspiel Recorder</p> <p><u>Year 4</u> Unit Title: Lean On Me! Music style: Soul/Gospel</p>	<p><u>Year 3</u> Unit Title: Bringing us together Music style: Disco song Instruments: Glockenspiel Recorder</p> <p><u>Year 4</u> Unit Title: Blackbird Music style: A song about Civil Rights Instruments: Glockenspiel Recorder</p>	<p><u>ALL</u> Unit Title: Reflect, Rewind and Replay! Music style: Consolidation of all that has been covered this year Instruments: Glockenspiel Recorder</p>

			<p><i>Music from around the world</i></p> <p>Perform, listen to review and evaluate music from around the world.</p> <p>Specific focus on flamenco music, then get children to compose their own.</p>			
--	--	--	--	--	--	--