

**CYCLE A**
**CYCLE B**

YEAR 3 / 4	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	<u>HISTORY</u>	<u>HISTORY</u>	<u>GEOGRAPHY</u>	<u>GEOGRAPHY</u>	<u>HISTORY</u>	<u>SCIENCE</u>
Humanities	Aspect of history extending beyond 1066: Victorians – industrialisation and education	Investigating the influence of a river and why people settle there- Case Study: H Grey / Abbots, identifying types of settlement and land use. Countries and cities of the UK. Characteristics and land use changes Anglo Saxon invasion and place names, Art, Culture Anglo Saxon/Viking struggle for Kingdoms	Exploring atlases to locate places. Biomes/ECO systems Vegetation belt Comparing UK, Europe and Brazil, investigating geographical similarities and differences	Exploring OS maps to build knowledge of the UK and the wider world. Case Study: India including the village of Chembakoli	Ancient Egyptians The Early civilisations in Egypt	The study of Local buildings. For example Houghton Mill, Modern buildings in Cambridge and local bridges Stone age to iron age, Bronze age to Stone Henge
Science	Thomas Edison Forces and magnets Light and shadows	Sound	Difference in life cycles of mammals/birds Plants, features, life and growth Water transported in plants Pollination and seed dispersal Adaptation, habitats	Animals Nutrition Skeleton and Muscles Digestive system	Rocks, fossils and soils	Changing state, compare and group materials, condensation, evaporation, water cycle.
RE	1. Islam – Why is prayer important to Muslims and not to some people? 2. Why is prayer important to Christians?	1. Is Easter a festival of new life or sacrifice? 2. Should people have to be religious to take part in religious festivals?	1. What is important for Jews about being part of God's family? 2. Should people look after the gift of the natural world?	1. Christians in other parts of the world. What is it like to be a Christian in Vellore? 2. What ways have other cultures influenced or affected people's daily lives?	1. Church People: Who are the 'Saints of God' and why are they important? (Links to the church calendar) 2. Does it matter how people behave whilst living on this earth?	1. How and why are churches different? 2. Where do some people go to when they need answers to difficult questions (Writings and places).

## CYCLE A

## CYCLE B

<b>PE</b>	Gymnastics GAMES: Hockey	DANCE: Skeleton dance GAMES: Netball	DANCE: Salsa  GAMES: Cricket	DANCE: Bhangra  GAMES: Hockey	DANCE: Walk like an Egyptian  GAMES: Netball	Gymnastics  GAMES: Cricket
<b>ICT</b>	Information technology Digital Literacy Programming E-Safety (Starz+)	Information technology Digital Literacy Programming E-Safety (Starz+)  Producing a film for Cambridge Film Festival	Information technology Digital Literacy Programming E-Safety (Starz+).	Information technology Digital Literacy Programming E-Safety (Starz+)	Information technology Digital Literacy Programming E-Safety (Starz+)  Producing a film for Cambridge Film Festival	Information technology Digital Literacy Programming E-Safety (Starz+)
<b>Art DT</b>	DT: Electrical and Mechanical components  Art: Printing William Morris printer and designer	DT: Food Construction  Art: Painting and Drawing using different media	DT: Textiles (weaving)  Art: observational painting / drawing for local Floral Society Collage	DT: Electrical and Mechanical components (Tuk Tuk or Rickshaw)  Art: batik print Textiles	DT: Mouldable materials (Clay)  Art: Painting and Drawing using different media	DT: structures, design, fit for purpose, functional products. Mechanics, Stiff and flexible materials Art: clay - 3Dslab architectural features of buildings for exhibition
<b>PSHCE</b>	Going for Goals Anti Bullying Week Elections E Safety	New Beginnings	Changes- sex education  Getting on and Falling Out	Relationships Anti Bullying Elections E Safety	Good to be me	Changes Drug Education  Getting on and Falling Out
<b>Music</b>	<b>Recorders:</b> Describing, transcribing, composing and performing	<b>Recorders:</b> Describing, transcribing, composing and performing	<b>Recorders:</b> Describing, transcribing, composing and performing	<b>Recorders:</b> Describing, transcribing, composing and performing	<b>Recorders:</b> Describing, transcribing, composing and performing	<b>Recorders:</b> Describing, transcribing, composing and performing
<b>MFL</b>	The school Foods and drinks	Clothing Tell me a story (historical context or character)	Sports and hobbies Plants	Transport Let's visit a French town	Then and now Tell me a story (historical context or character)	The body Famous French buildings