

# St Gilbert's C of E Primary School – Curriculum Framework Year 3/4 - Year A

	AUTUMN		SPRING		SUMMER	
	1	2	3	4	5	6
<b>Christian Value</b>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
<b>Topic</b>	Magical Sun, Moon and Stars	Time Travel to Prehistoric Britain	Violent Volcanoes	The Rotten Romans	Victorious Victorians	Ingenious Inventions
<b>Topic Event/ Activity</b>	Trip to Peterborough Museum		Trip to Flag Fen		Southwell Workhouse visit/Stibbington school house visit Colin Furze visit (local Inventor)	
<b>Key Subject</b>	Science	History	Geography	History	History	Design & Technology
<b>English including books/texts</b>	<p><b>Big Hair, Don't Care</b></p> <p><b>Look Up</b></p> <p>Poetry – Light, sun, moon &amp; stars</p> <p>Stories set in imaginary worlds</p> <p>Poetry – Our world</p> <p><b>Tell stories with expression and intonation to an audience – reading our stories/poems</b></p>	<p><b>The Genius of the Stone, Bronze and Iron Age</b></p> <p><b>Ug</b></p> <p><b>The Secrets of Stonehenge</b></p> <p><b>The Stone age Boy</b></p> <p><b>The Boy with the Bronze Axe (Class reader)</b></p> <p>Persuasive Texts</p> <p>Stories in historical settings</p> <p><b>Hold conversations and debates – Persuasive texts</b></p>	<p><b>Escape from Pompeii</b></p> <p>Plays</p> <p>Instructions: Making a volcano</p> <p>Newspaper report on Pompeii - note-taking</p> <p><b>Tell stories with expression and intonation to an audience – Volcano descriptions</b></p>	<p><b>The Sandal by Tony Bradman</b></p> <p>Letter home from Roman soldier</p> <p>Non-Chronological reports on Roman soldiers</p> <p>Recount; Flag Fen</p> <p>Debating- What did the Romans do for Britain? Good or Bad?</p> <p><b>Hold conversations and debates – Boudicca</b></p>	<p><b>Matchstick Girl</b></p> <p><b>The Accidental Prime Minister</b></p> <p><b>Sleep Well Simba &amp; Saba</b></p> <p><b>Runaways</b></p> <p>Diaries</p> <p>Stories set in an historical setting, + character descriptions</p> <p>Character descriptions</p> <p>Poetry – Haiku &amp; Cinquain</p> <p><b>Tell stories with expression and</b></p>	<p><b>Iron Man text (&amp; lady)</b></p> <p><b>Until I Met Dudley by Roger McGough &amp; Chris Riddell</b></p> <p><b>How Cats Really Work by Alan Snow</b></p> <p><b>Biography on E Lillian Todd</b></p> <p><b>Rosie Revere Engineer by Andrea Beaty</b></p> <p>Explanation of how things work</p> <p>Biographies - Colin Furze visit Notes &amp; categorize for a biography</p>

					<b>intonation to an audience – reading our stories/poems</b>	Recounts on Mini Olympics  Presentational skills for new invention: Dragon's Den
<b>Punctuation and Grammar</b>	Descriptive vocabulary Verbs and nouns adverbs, adjectives Punctuation - . , ? ! Commas and apostrophes for contraction and possession	Conjunctions and extending sentences Complex vocabulary and sentences singular Apostrophes and commas Punctuation - . , ? ! Commas and apostrophes for contraction and possession	Inverted Commas Noun Phrases Main and subordinate clauses Fronted Adverbials Imperative verbs Time connectives Indirect and direct speech Questions Punctuation - . , ? !  Commas and apostrophes for contraction and possession	Inverted Commas Noun Phrases Main and subordinate clauses Fronted Adverbials Paragraphs Formal and informal Headings, subheadings Punctuation - . , ? ! Commas and apostrophes for contraction and possession	Tenses  Fronted Adverbials Punctuation - . , ? ! Commas and apostrophes Inverted Commas	Fronted Adverbials  Punctuation - . , ? ! Commas and apostrophes
<b>Spelling</b>	Y3 – Prefixes <b>dis-</b> & <b>in-</b> Adding <b>im-</b> Suffix <b>-ous</b>  Y4 – Prefix <b>mis-</b> & revising <b>un, in, dis-</b> <b>Zhuh</b> spelt <b>-sure</b> Prefix <b>auto-</b>	Y3 – Suffix <b>-ly</b> Words ending <b>-ture</b> Adding <b>-ation</b> to verbs  Y4 – Suffix <b>-ly</b> Prefix <b>inter-</b> <b>Ay</b> spelt <b>eigh, ei, ey</b>	Y3 – <b>c</b> spelt <b>ch</b> <b>Sh</b> spelt <b>ch</b> Suffix <b>-ion</b>  Y4 - <b>-ous</b> endings <b>S</b> sound spelt <b>sc</b> <b>Zhun</b> spelt <b>-sion</b>	Y3 – Suffix <b>-ian</b> Prefix <b>re-</b> Prefix <b>anti-</b>  Y4 – Adding <b>il-</b> <b>C</b> sound spelt <b>-que</b> <b>G</b> sound spelt <b>-gue</b> <b>Ir-</b> to <b>'r'</b> words	Y3 – Prefix <b>super-</b> Prefix <b>sub-</b>  Y4 – Suffix <b>-ion</b> (1) Suffix <b>-ion</b> (2)	Y3 – Revision of units  Y4 – Revision of units
<b>Maths</b>	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	count up and down in tenths and count up and hundredths  recognise that tenths arise from dividing an object into 10 equal	identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;	find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

	<p>read and write numbers up to 1000 in numerals and in words</p> <p>identify, represent and estimate numbers using different representations</p> <p>find 10 or 100 more or less than a given number</p> <p>find 1 000 more or less than a given number</p> <p>compare and order numbers up to 1 000</p> <p>order and compare numbers beyond 1 000</p> <p>round any number to the nearest 10, 100 or 1 000</p> <p><b>add</b> and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>* a three-digit number and ones</li> <li>* a three-digit number and tens</li> </ul>	<p>estimate and use inverse operations to check answers to a calculation</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>compare and order unit fractions, and fractions with the same denominators</p>	<p>parts and in dividing one – digit numbers or quantities by 10 and hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of</p>	<p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant and plot specified</p>	<p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>convert between different units of measure (e.g. kilometre to metre; hour to minute)</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p>
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	* a three-digit number and hundreds			seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) estimate, compare and calculate different measures, including money in pounds and pence	points and draw sides to complete a given polygon describe movements between positions as translations of a given unit to the left/right and up/down measure and calculate the perimeter of a rectilinear figure (including squares) find the area of rectilinear shapes by counting squares	
<b>Science</b>	<b>Earth and Space (Non Stat)</b> (Physics)  Movement of the earth relative to the sun  Movement of moon relative to the earth  Catherine Johnson – first flight path to space  Mae Jemison – first African-American woman in space  Galileo Galilei – the telescope	<b>Rocks</b> (Chemistry)  Compare and group rocks  Fossils  Composition of soil  Florence Bascom – First woman geologist in America.	<b>States of Matter</b> (Chemistry)  Solids, liquids and gases  Changing states  Evaporation and condensation in the water cycle  Climate change debate	<b>Light and Shadow</b> (Physics)  Dark is the absence of light reflection of light protection from light shadows  Thomas Edison – invented the light bulb	<b>Electricity</b> (Physics)  Construct a simple series circuit and identify parts  Open and close a circuit  Conductors and insulators  Nikola Tesla - Electricity	<b>Animals incl Humans Teeth and Healthy Eating</b> (Biology)  Functions of digestive system  Teeth and simple functions  Food chains  Claude Bernard – functions of digestive organs

<b>Computing</b>	We are software designers	We are meteorologists	We are musicians	We are HTML editors	We are co-authors	We are toy designers
<b>Geography</b>	Physical Geography –  Lines of latitude and longitude  Poles	Human Geography –  Settlements & land use	Physical Geography –  Volcanoes and earthquakes  Human Geography – settlements  The geography of Italy  Chinese New Year	Human Geography –  Settlements in UK (The Celts)	Physical Geography -  Compass points	Physical Geography-  Countries of Europe.  Study of Poland
<b>History</b>	<b>Society &amp; Civilisation</b>  Investigate and interpret the past - Moon landings  Black History Month	<b>Continuity, Catalysts and Change</b>  Investigate and interpret the past  Stone Age to Bronze Age to Iron Age – add to Timeline	<b>Society &amp; Civilisation</b>  Historical sources  Pompeii – The Eruption of Vesuvius	<b>Continuity, Catalysts and Change</b>  Roman Empire – Timeline  Impact of British History  The Celts and Life as a Roman Soldier and routes	<b>Society &amp; Civilisation</b>  British History  Victorian life	<b>Royalty &amp; Power</b>  British History  Victorian pioneers of medicine – William Harvey/Florence Nightingale
<b>R.E.</b>	<b>My Little Book of Big Freedoms</b>  <b>Big Questions (inc Christianity)</b>  Why do we celebrate?	<b>Community – Hinduism/Islam;</b>  Worship,  Celebration and beliefs on creation		<b>The Teacup</b>  <b>Creation</b>  What do Christians learn from the Creation story?	<b>Pilgrimage (Inc Christianity)</b>  Environmental impact of pilgrimage	

	<b>Hold conversations and debates – Big Questions</b>			<b>Conversations and debates – Creation story</b>			<b>Tell stories with expression and intonation</b>		
<b>Art and Design</b>		Cave paintings Colour and Style- Matisse, colour wheel mixing		Mosaic and jewellery making	Colour and Style-using colour for expression-  Monet’s landscapes  William Morris				
<b>Design Technology</b>	Model of stonehenge		Paper Mache Volcano	Celtic patterns - sewing				Making a Victorian toy	
<b>Music</b>	Environment (Y3)  Sounds (Y4)	Poetry (Y3)  Communication(Y4)	In the past (Y3)  Time (Y4)	Food & Drink (Y3)  Ancient Worlds (Y4)	Buildings (Y3)  China (Y4)			Human Body (Y3)  Singing French (Y4)	
<b>Character Education/RSHE</b>	Caring for our school People who need our help Strength and weaknesses	<b>Kasla’s Surprise</b>  Learning from our mistakes Kindness	Cleanliness What do our friends need from us? Fairness	Patience Respect Fundraising for a charity	Courtesy to others Determination Forgiveness			Gratitude Honesty Self-discipline	
<b>PSHE</b>	<b>Healthy Lifestyles</b> Understanding what makes a balanced diet  Opportunities for making own choices with food	<b>Growing &amp; Changng</b> Recognising what you are good at  Setting goals  Describing feelings	<b>Keeping Safe</b> Understanding danger and hazards  Identifying risks in different situations	<b>Feelings &amp; Emotions</b> Recognising feelings in others  Responding to how others are feeling	<b>Healthy Relationships</b> Positive, healthy relationships and friendships  Maintaining friendships	<b>Valuing Friendships</b> Recognising and responding to bullying  Listening and responding effectively to people	<b>Rights &amp; Responsibilities</b> Discuss and debate health and wellbeing issues  Being a part of the community and who works	<b>Environment</b> Environmental responsibilities and duties  Sustainability of the environment across the world	<b>Money</b> Role of money  Managing money (saving and budgeting)

	What influences our food choices				How actions affect ourselves and others		in the community		Making financial choices
<b>P.E.</b>	<b>Indoor:</b> Fitness (Y3/4) <b>Outdoor:</b> Netball (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Gymnastics (Y3) <b>Outdoor:</b> Football (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Dance (Y3) <b>Outdoor:</b> Dodgeball (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Yoga (Y3/4) <b>Outdoor:</b> Hockey (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Athletics (Y3) <b>Outdoor:</b> Cricket (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> OAA (Y3/4) <b>Outdoor:</b> Tennis (Y3)  <i>Swimming</i>			
<b>Modern Foreign Languages</b>	Moi (All about me) 3.1	Jeux et chansons (Games and songs) 3.2	On fait la fete (Celebrations) 3.3	Portraits (Portraits) 3.4	Les quatre amis (The four friends) 3.5	Ca pousse! (Growing things!) 3.6			

## St Gilbert's C of E Primary School – Curriculum Framework Year 3/4 - Year B

	AUTUMN		SPRING		SUMMER	
	1	2	3	4	5	6
<b>Christian Value</b>	Thankfulness	Trust	Perserverance	Justice	Service	Truthfulness
<b>Topic</b>	The Mysteries of the Nile		Alfred the Great? (Anglo Saxons And Scotts)	The Stony Ford... Stamford	Rainforest Cafe	The Variety of Life (Animals inc Humans)
<b>Topic Event/ Activity</b>	History Off The Page: Egyptian Life		Whitby Abbey – Anglo Saxon Monastery (Virtual tour)	Tourist guide around Stamford	Eden Project	Hamerton Zoo
<b>Key Subject</b>	History	RE – Gods	English	Geography	Eco & Art	Science
<b>English including books/texts</b>	Time Travelling Cat  My names not Refugee  Anna Hibiscus		Arthur & the Golden Rope  The Secret of Black Rock	Local Authors and Poets  Recount on Stamford visit	The Land of NeverBelieve  The Lost, Happy Endings;	Fantastic Mr Fox Zoo by A Browne  Professional Crocodile

	<p style="text-align: center;"><b>Egyptian Cinderella</b></p> <p>Newspaper reports based on HOP visit &amp; Howard Carter Tutankhamun discovery</p> <p style="text-align: center;">Diary writing</p> <p style="text-align: center;">Stories with historical settings</p> <p style="text-align: center;">Explanations – Belief of Gods from Egyptian period, Hinduism and Islamis faith</p> <p style="text-align: center;">Science, linked to digestive systems</p> <p style="text-align: center;"><b>Tell stories with expression and intonation to an audience</b></p>		<p style="text-align: center;"><b>Christoph’s story</b></p> <p style="text-align: center;">Adventure and Mystery (Myths &amp; Legends)</p> <p style="text-align: center;">Instructions</p> <p style="text-align: center;"><b>Tell stories with expression and intonation to an audience – Own stories</b></p>	<p>Time capsules – diaries</p> <p>Poems to Perform</p> <p style="text-align: center;"><b>Tell stories with expression and intonation to an audience – Poetry</b></p>	<p style="text-align: center;"><b>Tin Forest by Helen Ward</b></p> <p style="text-align: center;"><b>The Window (DT link)</b></p> <p>Imaginary worlds; descriptive writing - Characters - Settings - Story planning</p> <p>Stories set in imaginary worlds</p> <p>Letters; environment</p> <p style="text-align: center;"><b>Hold conversations and debates – Environment</b></p>	<p style="text-align: center;"><b>All Aboard the Bobo Road</b></p> <p style="text-align: center;"><b>North &amp; South</b></p> <p>Stories which raise issues and dilemmas</p> <p>Information Texts</p> <p>Non-Chron reports</p> <p style="text-align: center;"><b>Hold conversations and debates – Destruction of habitats.</b></p>
<p><b>Punctuation and Grammar</b></p>	<p>Descriptive vocabulary Verbs and nouns adverbs, adjectives Punctuation - . , ? ! Commas and apostrophes for contraction and possession</p>	<p>Conjunctions and extending sentences Complex vocabulary and sentences singular Apostrophes and commas Punctuation - . , ? ! Commas and apostrophes for contraction and possession</p>	<p>Inverted Commas Noun Phrases Main and subordinate clauses Fronted Adverbials Imperative verbs Time connectives Indirect and direct speech Questions Punctuation - . , ? !</p> <p>Commas and apostrophes for contraction and possession</p>	<p>Inverted Commas Noun Phrases Main and subordinate clauses Fronted Adverbials Paragraphs Formal and informal Headings, subheadings Punctuation - . , ? ! Commas and apostrophes for contraction and possession</p>	<p>Tenses</p> <p>Fronted Adverbials Punctuation - . , ? ! Commas and apostrophes Inverted Commas</p>	<p>Fronted Adverbials</p> <p>Punctuation - . , ? ! Commas and apostrophes</p>
<p><b>Spelling</b></p>	<p>Y3 – Prefixes <b>dis-</b> &amp; <b>in-</b> Adding <b>im-</b></p>	<p>Y3 – Suffix <b>-ly</b> Words ending <b>-ture</b></p>	<p>Y3 – <b>c</b> spelt <b>ch</b> <b>Sh</b> spelt <b>ch</b></p>	<p>Y3 – Suffix <b>-ian</b> Prefix <b>re-</b></p>	<p>Y3 – Prefix <b>super-</b> Prefix <b>sub-</b></p>	<p>Y3 – Revision of units</p>



	<p>Suffix <b>-ous</b></p> <p>Y4 – Prefix <b>mis-</b> &amp; revising <b>un, in, dis-</b> <b>Zhuh</b> spelt <b>-sure</b> Prefix <b>auto-</b></p>	<p>Adding <b>-ation</b> to verbs</p> <p>Y4 –Suffix <b>-ly</b> Prefix <b>inter-</b> <b>Ay</b> spelt <b>eigh, ei, ey</b></p>	<p>Suffix <b>-ion</b></p> <p>Y4 - <b>-ous</b> endings <b>S</b> sound spelt <b>sc</b> <b>Zhun</b> spelt <b>-sion</b></p>	<p>Prefix <b>anti-</b></p> <p>Y4 –Adding <b>il-</b> <b>C</b> sound spelt <b>-que</b> <b>G</b> sound spelt <b>-gue</b> <b>Ir-</b> to <b>'r'</b> words</p>	<p>Y4 – Suffix <b>-ion</b> (1) Suffix <b>-ion</b> (2)</p>	<p>Y4 – Revision of units</p>
<b>Maths</b>	See Year A					
<b>Science</b>	<p><b>How the Body Works</b> (Biology)</p> <p>Humans and animals need right types and amounts of nutrition.</p> <p>Humans and animals have skeletons and muscles</p> <p>Presentational skills;How our body works</p>	<p><b>Sensational Sound</b> (Physics)</p> <p>How sounds are made and vibration</p> <p>Pitch of sound</p> <p>Volume</p> <p>Sound patterns</p> <p>Distance from sound source</p> <p>CV Raman – Harmonic nature of sound</p> <p>Music performance, with voices</p>	<p><b>Fantastic Forces</b> (Physics)</p> <p>How things move on different surfaces</p> <p>Magnetic forces</p> <p>Identify magnetic materials</p> <p>Magnetic poles</p> <p>Isaac Newton –gravity</p> <p>Albert Einstien – Forces and gravity</p>	<p><b>Amazing Adaptation</b> (Non Stat) (Biology)</p> <p>How plants and animals, incl humans, resemble parents</p> <p>Living things change over time</p> <p>Fossils and living things.</p> <p>Plants and animal adaptation.</p> <p>Charles Darwin</p>	<p><b>Plant Life</b> (Biology)</p> <p>Functions of different parts of plants</p> <p>Requirements for life and growth</p> <p>Pollination and seed dispersal.</p> <p>David Attenborough</p>	<p><b>Animal Environments</b> (Biology)</p> <p>Classification of living things</p> <p>Changing environments and effect on living things</p> <p>Greta Thunberg</p>
<b>Computing</b>	<p>We are communicators- Word processing skills</p>	<p>We are presenters- Creating power point presentations</p>	<p>We are opinion pollsters- learning to create a poll</p>	<p>We are programmers- Using Scratch</p>	<p>We are bug fixers- fixing problems with scratch programming</p>	<p>We are network engineers- sending emails</p>
<b>Geography</b>	<p>Physical Geography-</p> <p>Continents and countries</p> <p>Flags</p>	<p>Physical Geography -</p> <p>Rivers and water cycles</p>	<p>Human Geography –</p> <p>Types of settlements in early Britain</p>	<p>Human Geography –</p> <p>Compare Vence in South of France with Stamford</p>	<p>Human and Physical Geography –</p> <p>Compare the UK with Brazil</p>	<p>Physical Geography –</p> <p>Habitats around the uk</p>

	Human Geography – Capital cities of the world	<b>Hold conversations and debates - Pollution</b>	Locate and name countries making up  British Isles with capital cities  Chinese New Year	How has the locality of school changed over time?  Comparing maps past & present  <b>Hold conversations and debates – Where would you rather live?</b>	Climate zones  Biomes  Vegetation belts  Human & Physical changes over time (link to 'Window')  <b>Hold conversations and debates – Climate change</b>	
<b>History</b>	<b>Society &amp; Civilisation</b>  Egyptian  Egyptian timeline  Black History Month	<b>Royalty &amp; Power</b>  Comparisons  Pharaohs and Gods	<b>Continuity, Catalysts and Change</b>  Anglo Saxons And Scotts	<b>Society &amp; Civilisation</b>  History of Stamford  <b>Tell stories with expression and intonation to an audience – Tour guides</b>		
<b>R.E.</b>	God – Hinduism/Islam  <b>Hold conversations and debates Big question</b>	God – Hinduism/Islam  <b>Hold conversations and debates Big question</b>	God/Incarnation What is the Trinity?  <b>Hold conversations and debates Big question</b>	God/Incarnation What is the Trinity?  <b>Hold conversations and debates Big question</b>	Why do Christians call the day Jesus died 'Good Friday?'  <b>Hold conversations and debates Big question</b>	<b>Azzi In-between</b>  Big Questions What does it mean to live a 'good' life?  <b>Hold conversations and debates Big question</b>
<b>Art and Design</b>	Canopic Jars (Form- Carving into soap/ plaster of paris) Egyptian masks (Papier mache)		Anglo-Saxon Brooches (Colour and Style-using colour for expression)	Sketching at the Meadows (Line Shape and Form- Lowry)	Niege Borges-  Contemporary artist	Animal Art North & South books (Line Shape and Form/ portraits- Van Gough)

<b>Design Technology</b>		Water Cycle model		Fairground rides	Food Technology				
					Human & Physical changes over time (link to 'Window')				
<b>Music</b>	Communication (Y3)  Poetry (Y4)  Stevie Wonder  Louis Armstrong	Time (Y3)  Environment (Y4)	China (Y3)  Singing Spanish (Y4)	Sounds (Y3)  In the past (Y4)	Ancient worlds (Y3) Food and drink (Y4)	Human Body (Y3) Buildings (Y4)			
<b>Character Education/RSHE</b>	Caring for our school  People who need our help  Strength and weaknesses	Learning from our mistakes  Kindness	Cleanliness  What do our friends need from us? Fairness	<b>Jubari Jumps</b>  Patience Respect Fundraising for a charity	Courtesy to others Determination Forgiveness	Gratitude Honesty Self-discipline			
<b>PSHE</b>	<b>Healthy Lifestyles</b>  What makes a balanced lifestyle and making choices  Drugs common to everyday life  Hygiene and germs	<b>Growing &amp; Changing</b>  Conflicting feelings and how to manage feelings  Changes that happen in life and feelings associated with change	<b>Keeping Safe</b>  Recognising the consequences of not following online safety rules  Identifying people who help us stay healthy and safe	<b>Feelings &amp; Emotions</b>  Keeping something confidential or secret  When to break a confidence	<b>Healthy Relationships</b>  Working collaboratively  Acceptable and unacceptable physical contact  Solving disputes and conflicts amongst peers	<b>Valuing Differences</b>  Learning to compromise  Giving positive feedback and support	<b>Rights &amp; Responsibilities</b>  Appreciating difference and diversity in the UK and around the world  Understanding and challenging stereotyping	<b>Environment</b>  Making a difference to the environment	<b>Money</b>  Finding the best deal  What is meant by interest and loan?

<b>P.E.</b>	<b>Indoor:</b> Fitness (Y3/4) <b>Outdoor:</b> Netball (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Gymnastics (Y4) <b>Outdoor:</b> Football (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Dance (Y4) <b>Outdoor:</b> Tag Rugby (3/4)  <i>Swimming</i>	<b>Indoor:</b> Yoga (Y3/4) <b>Outdoor:</b> Hockey (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> Athletics (Y4) <b>Outdoor:</b> Rounders (Y3/4)  <i>Swimming</i>	<b>Indoor:</b> OAA (Y3/4) <b>Outdoor:</b> Tennis (Y4)  <i>Swimming</i>
<b>Modern Foreign Languages</b>	On y va! (All aboard!) 4.7	L'argent de poche (Pocket money) 4.8	Raconte-moi une histoire! (Tell me a story!) 4.9	Vive le sport! (Our sporting lives) 4.10	Le Carnaval des Animaux (the Carnival of the Animals) 4.11	Quel temps fait-il? (What's the weather like?) 4.12