

KS2 - Two Year Rolling Curriculum

Year 3/4

Cycle B	Autumn 1 Ancient Egyptians	Autumn 2 Incredible Inventions	Spring 1 Stone Age, Bronze Age and Iron Age	Spring 2 Stone Age, Bronze Age and Iron Age	Summer 1 Grow it, Pick it, Eat it	Summer 2 Mapping it Out
English	English Text: PVPG Y3	English Text: (Y3) Egyptian Cinderella (Narrative) Characterising speech NC create settings character and plots	English Text: (Y3) Stone Age Boy (Narrative) NC – create settings, character and plot	English Text: (Y3) The Stone Age (Non-chron) NC organise paragraphs around a theme. Use simple organisational devices in writing	English Text: Shakespeare Midsummer Nights Dream	English Text: (Y4) How a food chain work? How does the digestion system work? (Non-chron) NC - Organise paragraphs, use simple organisational devices.
	Class reader: The Iron Man (Y3)	Class reader: Clockwork Crow	Class reader: UG, The Pebble in my Pocket, The Stone Age Boy		Class reader: The Boy who grew a Dragon (Y3)	Class reader: Shipwrecked (Y4)
Reading	Guided Reading: Wk1: The street beneath my feet (Y3) Wk2: Black History month – Black British History – David Olugosa Wk3: Insiders alive (Y3) Wk4: Black History Month – Little people, big dream – Marcus Rashford Wk5: The Tin Forest (Y3) Wk6: Black History Month – Hot like fire – Valerie Bloom	Guided Reading: Wk1: The Wild Robot (Y3) Wk2: Tilly and the time machine (Y3) Wk3: Jinx and O'Hare funfair repair (Y3) Wk4: Weasels (Y3) Wk5: Fortunately the milk (Y3) Wk6: The Poet's Dog By Patricia MacLachlan (Poetry	Guided Reading: Wk1: The extraordinary life of Katherine Johnson Wk2: The Legend of Spudmurfy (Y3) Wk3: Nelson Mandela (Y3) Wk4: The Umbrella Mouse (Y4) Wk5: The Umbrella Mouse (Y4) Wk6: Feel the Beat: Dance Poems that Zing from Salsa to Swing	Guided Reading: Wk1: Ruby Bridges This is your time Wk2: Brilliant world of Tom Gates (Y3) Wk3: The tale of Angelino Brown (Y4) Wk4: Little people – Rosa Parks Wk5: The train to impossible places (Y4) Wk6: What Are Little Girls Made Of? by Jeanne Willis	Guided Reading: Wk1: Young, gifted and black Wk2: 100 mile an hour dog (Y3) Wk3: The Great Chocoplot (Y4) Wk4: Knight's Tale (Y3) Wk5: Alex Sparrow (Y4) Wk6: Wave me goodbye (Y4)	Guided Reading: Wk1: How to be an explorer? (Y4) Wk2: Alice in Wonderland (Y3) Wk3: Oliver and the seawings (Y3) Wk4: Otiline and the yellow cat (Y3) Wk5: Harley Hitch Wk6: I am the Seed that Grew the Tree
Maths	Place Value Addition and Subtraction	Multiplication and Division A Area	Multiplication and Division B Length and Perimeter Fractions A	Fractions A Mass and Capacity Fractions B	Time Decimals Money	Shape Position and Direction Statistics

Science	Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change	Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	Rocks (continued) Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Plants (continued)	Animals including Humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement
Computing	Online safety	Coding Use selection, co-ordinates, looping and variables. Use these coding skills to create their own game.	Micro:Bits Coding a micro:bit to make simulations of real world tools such as dice and step counters. Spreadsheets (2Calculate) Move beyond basic data entry to explore how spreadsheets can calculate and solve problems.	Writing for different audiences (2Email, 2Connect, 2DIY) Learning how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication.	Logo Developing understanding of basic commands and programming concepts. Learning to create shapes and letters using instructions. Animation 2Animate Use traditional animation methods and compare these methods with using animation software (2Animate). Learning	Effective Search use search technologies effectively by selecting clear keywords, refining searches for accuracy, and evaluating online content to judge whether it is reliable and trustworthy. Unpacking hardware and software understanding of technology and computer systems in relation to

					techniques, such as onion skinning, ending with the production of their own digital 2D animation.	their hardware and software.
DT		Pneumatics-science link forces Investigate pneumatic systems Generate, develop, model and communicate their ideas through discussion and annotated sketches. Select and use a range of materials to create prototypes. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, according to their functional properties evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		2D to 3D shape products design a functional 3D product create, use, and explain how a flat 2D template or net transforms into a stable 3D shape accurately measure, mark, and cut fabric or card using a 2D template use functional joining methods evaluate their final 3D product against their initial design criteria to see if it functions as intended	Food – healthy and varied diet Understand the principles of a healthy and varied diet. Prepare food using a range of cooking techniques. Design a sandwich/wrap using knowledge of healthy eating. Prepare a healthy wrap or sandwich Evaluate their sandwich/wrap	
Art and design	Egyptian landscapes: silhouettes Hieroglyphs develop art and design techniques with a range of materials. learn about art and design in history		Starry night – Van Gogh Introduction to Van Gogh and his works. Use Van Gogh's Starry Night to inspire a collage.			Observational drawings and paintings Georgia O'Keeffe Learn who Georgia O'Keeffe was and what inspired her work.

	improve pencil drawing techniques develop art and design techniques with a range of materials. improve mastery of art and design techniques using a range of materials.		Explore techniques used by Van Gogh			investigate the shapes and forms in O’Keeffe’s work. Sketching shapes Investigate colour mixing investigate brush techniques to create texture and effects
Geography	Location knowledge (linked to history) locating Egypt on a world map/atlases				Grow it, pick it, eat it Learn about different foods grown and produced in the UK. explore produce imported from around the world. explore the journey of food from source to consumer. use maps, atlases, globes and digital/computer mapping	Papworth Everard (local study, comparison to another area) Name and locate countries and cities of the UK. use maps, atlases, globes and digital/computer mapping look at how Papworth has changed over time. To compare Papworth Everard with another location Draw sketch maps Learn to use grid references
History	Ancient Egypt When and where were Ancient Egyptians in history? How can we prove that the Ancient Egyptians existed and when this was? What is the difference between primary and	Inventions How inventions have impacted our world? What inventions were created during the Industrial revolution and do we still use them today? How has the invention of the world wide web changed our world?	Stone Age, Bronze Age, Iron Age Natural pigments and materials linked to stone age - Cave paintings Understand chronology Understand what a hunter-gather is Understand about tools and weapons used in the Stone Age Compare the differences between hunter-gatherers and Neolithic farmers			

	secondary sources of historical information? How were the pyramids built? Was everyone prepared for the afterlife in Ancient Egypt? Why did the Egyptians believe in gods? How did the gods affect daily lives of Ancient Egyptian people?	How has the invention of plastic changed our world?	Learn about Skara Brae Describe some ways in which life changed from the Stone Age to the Bronze Age. Learn about Stonehenge Understand what life was like as an Iron Age Celt Understand what housing was like during the different ages Understand how and why Iron Age hill forts were built Understand why the Iron Age ended Learn about the impact the different ages have had on modern life			
MFL	Phonics/ 'Je peux' (I am able to) learn a selection of the key phonemes to facilitate accurate and authentic pronunciation learn 10 familiar activities that they are able or are not able to do in French Introduction to the negative form	Animals learn familiar animals be introduced to the 1st person singular high frequency verb 'I am' in French	Vegetables learn common vegetables in their plural form Learn basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	Ice cream learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in French take part in a role-play activity to order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	Presenting Myself present themselves both orally and in written form in French start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	Goldilocks and the three bears understand a familiar fairy tale recounted in French using picture, word and phrase cards.
Music	'Dragon Song' Improvise, compose and perform linked to 'Dragon Song' - a song about kindness, respect, friendship, acceptance and happiness	'Bringing us together' Improvise, compose and perform linked to the song 'Bringing us together' - a Disco song about friendship, peace, hope and unity	'Mamma Mia' Sing, play, improvise and compose with the song 'Mamma Mia' Listen and appraise more ABBA hits.	Glockenspiels Stage 2 Explore and develop playing skills through the glockenspiel Production Song Practise	'Stop!' Sing and compose focused around the song: 'Stop!' - a rap/song about bullying.	Reflect, rewind, replay Listen and appraise Classical music Sing and play instruments Improvise using voices and instruments Composition Performance skills
PE	Yoga Develop flexibility, strength, technique, control and balance. Netball	Dance Focus on creating characters and narrative through movement and gesture. Working individually, in pairs and	Gymnastics Develop flexibility, strength, technique, control and balance. Handball	Dodgeball Target Game. Use running, jumping, throwing and catching in isolation and in combination. Play	Tennis Net and wall game. Use running, jumping, throwing and catching in isolation and in combination. Play	Football Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play

	Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	small groups. Use movement to explore and communicate ideas. OAA Develop problem solving, communication and navigation skills through a range of challenges in pairs and teams.	Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Tag Rugby Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Athletics Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Rounders Striking and fielding game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
PSHCE	Rights, rules responsibilities RR34 Rights and responsibilities Understanding and developing rules Democracy and decision making	My emotions ME34 Understanding and managing feelings Getting support Strengths and qualities Calming and relaxing Being assertive Anti-bullying AB34 Friendships and falling out Defining bullying Causes and types of bullying How bullying may affect us Responding to bullying Supporting others Creating safe environments	Diversity and communities DC34 Exploring my identity Valuing difference Exploring my community What is the media? Caring for the environment, animals and plants	Drug Education DE34	Digital Lifestyles Managing Change Identifying changes Friendship changes Separation and loss Managing feelings and getting support Planning for change	Personal Safety Recognising if I am feeling safe or unsafe Asking for help, trusted adults and networks of support How my actions affect the right of others to feel safe Bodily autonomy Safe and unsafe secrets Recognising and reporting abuse
RE	What makes us humans? (Kapow Year 3)	What makes some texts sacred? (Kapow Year 4)	Who was Jesus really? (Kapow Year 4) Investigating the life and teachings of Jesus by	Does the language of scripture matter? (Kapow Year 4)	Is water symbolic? (Kapow Year 3) Investigating the symbolism of water by	Why is fire used ceremonially? (Kapow Year 3)

	Exploring ideas about spirituality, the inner self and the soul by interpreting and creating artwork inspired by different beliefs and perspectives.	Examining the role of scripture in different religions by exploring how sacred texts are used and treated.	exploring accounts from the Bible and examining how different people viewed him during his lifetime.	Exploring the use of different languages in religious scriptures by investigating what this can reveal about beliefs, identity and tradition.	exploring its use in rituals, ceremonies and religious stories.	Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance.
Enrichment	Egyptian Day (in school)	Museum of Technology	Burwell residential (Y4)	Flag Fen		Camp Out