

KS2 - Two Year Rolling Curriculum

Year 3/4

Cycle A	Autumn 1 Rainforests	Autumn 2 Magnificent Monarchs	Spring 1 Ancient Greeks	Spring 2 Our Planet, Our World	Summer 1 WWII	Summer 2 This is England
English	Grammarsaurus PVPG Y4	English Text: (Y4) Cindylou and the Grinch (play script) NC prepare play scripts and read them aloud to perform	English Text: (Y3) Icarus and Daedalus (Narrative) NC Create settings, characters and plots	English Text: (Y4) Revolting recipes worm spaghetti and dung balls (Instructions) NC organise paragraphs around a theme. Use simple organisational devices in writing	English Text: (Y4) Cambridge (Non-chron) NC organise paragraphs around a theme. Use simple organisational devices in writing	English Text: (Y4) Rags to Riches (Narrative) NC Create settings, characters and plots
	Class reader: Charlotte's Web (Y3)	Class reader: Varjak Paw (Y3)	Class reader: Shackleton's Journey (Y4)	Class reader: George's Marvellous Medicine (Y4)	Class reader: The Lion, the witch and the wardrobe (Y4)	Class reader: The Firework Makers Daughter (Y4)
	Guided Reading: Wk1: Gorilla (Y3) Wk2: The Rhythm of the rain (Y3) Wk3: Black History Month – Julian wears a dress Wk4: Nothing to see here hotel (Y3) Wk5: Black History month Wk6: Poems for a Green and Blue Planet (Poetry)	Guided Reading: Wk1: King Midas (Y4) Wk2: Wave me goodbye (Y4) Wk3: The Journey Day (Y4) Wk4: The Demon Headmaster (Y4) Wk5: Fitz and Will Festive Adventure (Y3) Wk6: The Sound Collector (Poetry)	Guided Reading: Wk1: Horrid Henry stink bomb (Y3) Wk2: The Enormous Crocodile (Y3) Wk3: Stig of the dump (Y3) Wk4: Stuart Little (Y3) Wk5: Weird World of Wonders (Greeks) (Y4) Wk6: Please Mrs Butler (Poetry) (Y4)	Guided Reading: Wk1: Bill's new frock (Y4) Wk2: Bill's new frock (Y4) Wk3: Bill's new frock (Y4) Wk4: Bill's new frock (Y4) Wk5: Bill's new frock (Y4) Wk6: I don't like Poetry (Poetry) (Y4)	Guided Reading: Wk1: Goodnight Mr Tom (Y4) Wk2: Goodnight Mr Tom (Y4) Wk3: Goodnight Mr Tom (Y4) Wk4: Goodnight Mr Tom (Y4) Wk5: Goodnight Mr Tom (Y4) Wk6: Jellyboots Smelly boot – Michael Rosen (Y4)	Guided Reading: Wk1: Emmeline Pankhurst (Y4) Wk2: The legend of Kevin (Y3) Wk3: Pugs of the Frozen North (Y3) Wk4: Life of a Tudor Boy (Y4) Wk5: Why the Whales came (Y4) Wk6: The Shadow Poem (Y3)
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	<p>Living Things and their Habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>States of Matter (including water cycle)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Animals including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Animals including humans (continued)</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Sound (continued)</p> <p>Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
Computing	<p>Introduction to AI</p> <p>2BeSafe (Managing Online Information)</p> <p>Effective Searching</p>	<p>Effective Searching</p> <p>Logo</p> <p>2BeSafe (Self-Image and Identity)</p>	Coding	<p>Micro:Bits</p> <p>2BeSafe (Privacy & Security)</p>	<p>2BeSafe (Online Reputation)</p> <p>Unpacking Hardware & Software</p>	Animation
DT		<p>Levers and linkages: Christmas card</p> <p>Understand and use lever and linkage mechanisms.</p>			<p>Structures – shell structures:</p> <p>Develop ideas through the analysis of existing</p>	<p>Circuits and switches - Electricity games:</p> <p>Gather information about needs and wants, and</p>

		<p>Distinguish between fixed and loose pivots.</p> <p>Explore and use mechanisms such as flaps, sliders and levers.</p> <p>Gain experience of basic cutting, joining and finishing techniques with paper and card.</p> <p>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p> <p>Evaluate their own products and ideas against criteria and user needs, as they design and make.</p>			<p>shell structures and use computer-aided design to model and communicate ideas.</p> <p>Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used.</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose.</p>	<p>develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing battery-powered products.</p> <p>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</p>
Art and design	<p>Rainforest Art Colouring Mixing Artist: Henri Rousseau</p> <p>Use sketchbooks to explore ideas, practise colour mixing, and plan a rainforest composition.</p>		<p>Greek pottery Clay Sculpture</p> <p>Explore examples of Ancient Greek pottery and identify key shapes, patterns and motifs.</p>	<p>Water Colour Technique</p> <p>Research and identify watercolour styles (Monet and Hockney)</p> <p>Understand that mixing white or black with colour creates tints and shades.</p>		

	<p>Make observational sketches of plants to support their painting.</p> <p>Mix and apply a wide range of greens using primary, secondary, tertiary colours, tints, and shades.</p> <p>Use brush techniques (stippling, layering, blending, dry brush) to create texture and detail.</p> <p>Creating a rainforest painting inspired by Rousseau, making independent choices about colour and composition.</p> <p>Compare Rousseau's imaginative style with Mee's realistic studies.</p> <p>Evaluate and improve their work, using art vocabulary to reflect on colour and technique.</p>		<p>Design a pot and decorative pattern, influenced by examples of ancient Greek pottery.</p> <p>Explore and practise pinch, coil and slab methods for shaping clay.</p> <p>Join clay securely and smooth surfaces for strength and finish.</p> <p>Apply paint to decorate their clay pots with repeating patterns, motifs and narrative scenes inspired by Greek pottery.</p> <p>Use contrasting colours effectively.</p> <p>Evaluate and reflect.</p>	<p>Experimenting with different watercolour techniques.</p> <p>Select and apply appropriate techniques.</p> <p>Evaluate and reflect on colour choices and techniques used.</p>		
Geography	<p>Rainforests:</p> <p>Locate the world's rainforests and to explore the relationship of them to the Equator.</p> <p>Explore the climate of the Amazon rainforest.</p> <p>Identify features of each layer of the rainforest.</p>			<p>Our Planet, Our world:</p> <p>Describe and understand key aspects of: physical geography, including: biomes and vegetation belts.</p> <p>human geography: types of settlement and land use.</p> <p>Discuss the impact of humans on earth (climate change).</p>		<p>This is England:</p> <p>Name and locate counties and cities of the UK, geographical regions.</p> <p>Human and Physical Geography: Describe and understand key aspects of: physical geography, including: rivers and mountains</p>

	<p>Investigate what life is like in the Amazon rainforest.</p> <p>Understand the features which make the rainforest so valuable and the threats towards it.</p>			Significant people (David Attenborough).		<p>human geography: types of settlement and land</p> <p>Understand how some of these aspects have changed over time.</p>
History		<p>Monarchs Understand what a monarchy is.</p> <p>Understand the power a monarch can have.</p> <p>Explore how the power of a monarchy can expand.</p> <p>Understand how a monarchy can change.</p> <p>Learn about our current monarch.</p> <p>Identify how the power of the monarchy has changed over time.</p>		<p>Ancient Greece Understand the timeline of ancient Greece</p> <p>Understand the beliefs of the ancient Greeks</p> <p>Learn about the ancient Olympic Games</p> <p>Learn about life in ancient Greece</p> <p>Understand the legacy of the ancient Greeks</p>	<p>WWII Understand why Britain went to war in 1939</p> <p>Learn how people tried to keep safe during WWII</p> <p>Investigate the term 'War Effort' through the events of Dunkirk</p> <p>Understand why the Battle of Britain took place</p> <p>Understand why evacuation happened in WWII and where children were sent to live</p> <p>Know how the British public supported the war effort through rationing/Dig for Victory</p>	
MFL	<p>Phonics 'I am learning French'</p> <p>Learn key phonemes</p> <p>Introduce themselves, say how they feel and have a wider appreciation for the country/countries</p>	<p>Seasons</p> <p>learn the 4 seasons of the year along with a key feature for each season. Say which is their favourite season and why.</p>	<p>'I am able'</p> <p>learn 10 familiar activities that they are able or are not able to do in French.</p>	<p>In the Classroom</p> <p>Say what they have and do not have in their pencil cases and/or school bag in French.</p>	<p>Do you have a pet?</p> <p>Speak and write about the pets they have and/or do not have in French.</p> <p>Use 3rd person to say what the pet is called and use conjunctions.</p>	<p>Instruments</p> <p>learn 10 familiar instruments. Learn to use 1st person verb 'I play'. Recognise, recall, remember and spell up to 10 instruments with their definite article.</p>

	where the foreign language is spoken.					
Music	'Mamma Mia' Sing, play, improvise and compose with the song 'Mamma Mia' Listen and appraise more ABBA hits.	Glockenspiels Year 3 – Part 1 Year 4 – Part 2 Explore and develop playing skills through the glockenspiel	'Stop!' Sing and compose focused around the song: 'Stop!' - a rap/song about bullying.	'Lean on me' Learn about pulse, rhythm and pitch focused around the song 'Lean On Me' Sing and play instruments Practise Songs for Production	Blackbird Learn about pulse, rhythm and pitch focused around the Beatles song 'Blackbird' Sing and play instruments	Reflect, rewind, replay Listen and appraise Classical music Sing and play instruments Improvise using voices and instruments Composition Performance skills
PE	Ball Skills Develop a variety of ball skills. Develop accuracy when tracking, variety of throwing techniques and developing catching. Apply in small games. Fundamentals Develop skills of balancing, running, jumping, hopping and skipping.	Dance Focus on creating characters and narrative through movement and gesture. Working individually, in pairs and 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.	Fitness A range of activities to develop different areas of health and fitness. Gymnastics To develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences.	Inclusion sports To develop skills in accuracy, coordination and teamwork in a range of sports, such as boccia, goalball and curling. Golf Develop accuracy of aiming at a target. Develop understanding of techniques to use over long and short distances.	Basketball Develop understanding of attacking and defending. Use skills, strategies and tactics to outwit opposition. Develop teamwork. Hockey Develop understanding of attacking and defending. Use skills, strategies and tactics to outwit opposition. Develop teamwork.	Athletics Develop basic running, jumping and throwing techniques. Challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Cricket Explore understanding of striking and fielding. Develop skills, strategies and tactics to outwit the opposition.
PSHCE	Beginning and belonging: (BB34) Helping to make the classroom feel like a safe place. Building relationships Coping with new situations Sources of support	Family and friends: (FF34) Healthy Friendships Developing friendship skills Families and other special people Anti-bullying: (AB34) Defining bullying Causes and types of bullying How bullying may affect us	Working together: (WT34) Recognising and developing strengths and skills Developing communication skills Developing group work skills Applying communication skills Evaluation and feedback skills Financial Capability:	Managing safety and risk: (MSR34) Strategies in risky situations Safety contexts Basic first aids and preventing accidents	Healthy lifestyles: (HL34) A balanced healthy lifestyle Physical activity Healthy eating Dental hygiene and sleep Making health choices	RSE: (RS3/RS4) Year 3: Body knowledge Body functions and change Body awareness and image Personal hygiene Illness/disease prevention Year 4: The human life cycle Growing up

		Responding to bullying Supporting others Creating safe environments	(FC34) Financial understanding Financial responsibility and feelings about money Financial competence			Personal responsibilities Parents carers families
RE	<p>Are all religions equal? (Kapow –Year 4)</p> <p>Make connections between religions and worldviews by exploring beliefs, practices and the ways people describe God.</p> <p>Investigate the importance of key stories, values and traditions and why equality and harmony matter.</p> <p>Compare and reflect on similarities and differences between religions.</p> <p>Express and share ideas about religion and its importance in the world today.</p>	<p>Where do our morals come from? (Kapow- Year 3)</p> <p>Understand morals, rules, and how people decide right from wrong.</p> <p>Explore the Golden Rules and ways people remember guidance.</p> <p>Compare religious and non-religious guidance, noting similarities and differences.</p> <p>Create and share their own ideas for moral code.</p>	<p>What happens if we do wrong? (Kapow- Year 3)</p> <p>Understand what actions are considered wrong, their consequences and who gives authority for them.</p> <p>Explore how different religions seek forgiveness and the impact it has on believers.</p> <p>Compare Jewish, Muslim and Christian practices of forgiveness, baptism and sacrifice.</p>	<p>Is scripture central to religion? (Kapow- Year 3)</p> <p>Understand what is meant by revelation.</p> <p>Explore the significance and treatment of scripture in Judaism, Christianity and Islam.</p> <p>Make links between scriptures from Abrahamic religions.</p> <p>Identify similarities and differences in how scripture is used across worldviews and place of worship.</p>	<p>Why is the Bible the best-selling book of all time? (Kapow- Year 4)</p> <p>Understand how the first Christian Bible was compiled and developed over time.</p> <p>Explore different types of writing in the Bible and why some texts were included.</p> <p>Learn about key figures, events and interpretations that shaped the Christian Bible.</p> <p>Investigate where and how the Bible is used in churches and communities today.</p> <p>Identify the Bible's influence on modern British life and explain its continuing relevance.</p>	<p>Just how important are our beliefs. (Kapow- Year 4)</p> <p>Explore the meaning and role of baby welcoming and commitment ceremonies.</p> <p>Understand how adults, promises and cultural practices play a part in these ceremonies.</p> <p>Identify clothing, items, fasting and dietary practices that express beliefs.</p> <p>Explain how people show commitment to their beliefs in visible and unseen ways.</p> <p>Consider how sacrifice and commitment demonstrate the importance of beliefs.</p>
Enrichment	Rainforest Wow Day	Library visit				