| **LOWER KEY STAGE 2 (Mixed Year 3 and 4 Class)** | | | | | | | | | | | | | | | | | | | |
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| **YEAR A** | | | | | | | | | | **YEAR B (2020-21)** | | | | | | | | | |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** | |
| **English**  **(Set A)** | Fiction  **Stories by the same author**  Non fiction  **Instructions and explanations**  Poetry  **Creating images** | | Fiction  **Stories from other cultures**  Non fiction  **Information texts**  **Letters**  Poetry  **Humorous poems** | Fiction  **Myths and legends**  Non fiction  **Recounts**  Poetry  **Traditional poems** | Fiction  **Stories about imaginary worlds**  Non fiction  **Non-chronological reports**  Poetry  **Performance poems** | | Fiction  **Adventure Stories**  Non fiction  **Persuasive writing**  Poetry  **Traditional poems** | Fiction  **Plays and Dialogues**  Non fiction  **Non-chronological reports**  Poetry  **Shape poems: Playing with form** | | **(Set B)** | Fiction  **Fables**  Non fiction  **Instructions and explanations**  Poetry  **Creating images** | Fiction  **Stories in Familiar Settings**  Non fiction  **Information texts**  Poetry  **Poetic form: Syllabic poems** | | Fiction  **Myths and legends**  Non fiction  **Recounts**  Poetry  **List poems and kennings** | | Fiction  **Fairy stories and playscripts**  Non fiction  **Non-chronological reports**  Poetry  **Poems to perform** | Fiction  **Stories with humour**  Non fiction  **Persuasive writing**  Poetry  **Nonsense poetry** | Fiction  **Stories from other cultures**  Non fiction  **Chronological reports**  Poetry  **Poetry by heart** | |
| **Maths** | Number: Place Value  **Y3 – Hundreds and count in 50s**  **Representing numbers to 1000**  **Find more or less 1, 10, 100**  **Compare and order**  **Y4 – count in 1000s and 25s**  **Partitioning**  **Find more or less 1000**  **Compare and order**  **Roman numerals to 100**  **Rounding**  **Negative numbers**  Number: Addition and Subtraction  **Y3 – Subtract 1, 2 and 3 digits**  Estimate and check  Number: Multiplication and Division  **Y3 – Multiply and divide 3, 4, 8**  **Y4 – Multiply and divide 6, 7, 9, 11, 12**  **Multiplying and dividing by 10, 100, 1 and 0**  Comparing and applying  Equal groups | | | Multiplication  **Y3 – Multiply 2 digits by 1 digit**  Correspondence  Scaling  Division  **Y3 – Divide 2 digits by 1 digit**  **Y4 – Divide 2 and 3 digits by 1 digit**  Length, perimeter and area  **Y3 – Equivalent lengths mm, cm and m**  **Measure and calculate perimeter**  **Y4 – Equivalent lengths km**  **Perimeter on a grid, of a rectangle, of rectilinear shapes**  Measure lengths  Add and subtract lengths  Recognising fractions  Equivalent fractions  Fractions of an amount  Add and subtract fractions  **Y3 – Measurement: mass and capacity**  **Y4 – Number: Decimals** | | | Number: Decimals (including money)  **Y4**  **Make a whole**  **Write decimals**  **Compare decimals**  **Order decimals**  **Round decimals**  **Halves and quarters**  **Y3/4 - Writing and comparing money**  **Calculating money**  **Y4 - Estimating money**  Time  **Y3/4 - Converting time**  **Digital time**  **Y3 - Analogue time**  **Finding and comparing durations**  Statistics  **Y3/4 - Bar charts**  **Y3 - Pictograms**  **Tables**  **Y4 - Line graphs**  Geometry: Properties of shape  **Y3/4 - Angles**  **2D shapes**  **Y3 - Lines**  **3D shapes**  **Y4 - Symmetry**  **Co-ordinates** | | |  | Number: Place Value  **Y3 – Hundreds and count in 50s**  **Representing numbers to 1000**  **Find more or less 1, 10, 100**  **Compare and order**  **Y4 – count in 1000s and 25s**  **Partitioning**  **Find more or less 1000**  **Compare and order**  **Roman numerals to 100**  **Rounding**  **Negative numbers**  Number: Addition and Subtraction  **Y3 – Subtract 1, 2 and 3 digits**  Estimate and check  Number: Multiplication and Division  **Y3 – Multiply and divide 3, 4, 8**  **Y4 – Multiply and divide 6, 7, 9, 11, 12**  **Multiplying and dividing by 10, 100, 1 and 0**  Comparing and applying  Equal groups | | | Multiplication  **Y3 – Multiply 2 digits by 1 digit**  Correspondence  Scaling  Division  **Y3 – Divide 2 digits by 1 digit**  **Y4 – Divide 2 and 3 digits by 1 digit**  Length, perimeter and area  **Y3 – Equivalent lengths mm, cm and m**  **Measure and calculate perimeter**  **Y4 – Equivalent lengths km**  **Perimeter on a grid, of a rectangle, of rectilinear shapes**  Measure lengths  Add and subtract lengths  Recognising fractions  Equivalent fractions  Fractions of an amount  Add and subtract fractions  **Y3 – Measurement: mass and capacity**  **Y4 – Number: Decimals** | | | Number: Decimals (including money)  **Y4**  **Make a whole**  **Write decimals**  **Compare decimals**  **Order decimals**  **Round decimals**  **Halves and quarters**  **Y3/4 - Writing and comparing money**  **Calculating money**  **Y4 - Estimating money**  Time  **Y3/4 - Converting time**  **Digital time**  **Y3 - Analogue time**  **Finding and comparing durations**  Statistics  **Y3/4 - Bar charts**  **Y3 - Pictograms**  **Tables**  **Y4 - Line graphs**  Geometry: Properties of shape  **Y3/4 - Angles**  **2D shapes**  **Y3 - Lines**  **3D shapes**  **Y4 - Symmetry**  **Co-ordinates** | | |
| **Science** | Working scientifically | | | | | | | | | | | | | | | | | | |
| **The Circle of Life**  Animals including humans  Digestive system  Teeth  Food chains | | **Magnet Fun and Games**  Forces and magnets  compare how things move on different surfaces  some forces need contact  Magnetics attract and repel | **Greatly Green Growers**  Living things and habitats/Working scientifically  The functions of different parts of flowering plants  The requirements of plants for life and growth  The way in which water is transported within plants | **This Planet Rocks**  Rocks  Appearance and physical properties of rocks  Fossils  Soils | | **Shining the Light**  Light  Light and dark  Light reflection  Sunlight  Shadows  Patterns  **WORLD EARTH DAY – 22nd APRIL** | **Habitat Helpers**  Living things and habitats/Working scientifically  Changing environments | |  | **Fit for Success**  Animals including humans  Nutrition  Skeletons and muscles | **Electric Personalities**  Electricity  Appliances that run on electricity  Simple circuits  Conductors and insulators | | **Feast of Flowers, Fruits and Seeds**  Living things and habitats/Working scientifically  The life cycle of flowering plants | | **States of Matter**  States of matter  Compare and group materials  Observe that some materials change state  The Water Cycle  **WORLD WATER DAY – 22nd MARCH** | **A World of Living Things**  Living things and habitats  Living things can be grouped  Explore and use classification keys | **Sounds Spectacular**  Sound  Identifying how sounds are made  Patterns  Pitch  Distance | |
| **Topic** | **How Can I be Healthy?** | | **Stone Age to Iron Age** | **Rainforests** | **Romans** | | **Modern Europe** | **Sports** | |  | **All About Me** | **Anglo Saxons** | | **Crime and Punishment** | | **Vikings** | **Mountains, Rivers and Coasts** | **Atlas of Adventures: Wonders of the World**  https://www.amazon.co.uk/Atlas-Adventures-Wonders-Ben-Handicott/dp/1786032171 | |
| **Geography** | **Geographical Skills**  Use maps, atlases, globes and digital/  computer mapping  Use the eight points of a compass  Use fieldwork to observe, measure and record  Locate the world’s countries  Name and locate counties and cities of the United Kingdom  Identify the position and significance of latitude, longitude etc | | Location knowledge  **Revisit**  Name and locate counties and cities of the United Kingdom – reference Stone Age and Iron Age settlements | **Life of tribal families**  **Food resources**  **Climate and rainfall**  **Deforestation**  To locate vegetation belts around the world  To identify the position and significance of latitude, longitude, Equator  To use maps, atlases, globes and digital/computer mapping.  Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food  Place knowledge  Understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America. | Location knowledge  Locate countries, using maps to focus on Europe  Human and physical geography  Understand key aspects of human geography (including types of settlement and land use). | | Location knowledge  Locate the world’s countries, using maps to focus on Europe (including the location of Russia).  Human and physical geography  Describe and understand key aspects of physical and human geography  Geographical skills and fieldwork  Use maps, atlases, globes and digital mapping  Place knowledge  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | Geographical skills and fieldwork  Use maps, atlases, globes and digital computer mapping | |  | **Study of the local area**  Geographical skills and fieldwork  Use fieldwork to observe, measure and record the human and physical features in the local area | Location knowledge  Name and locate counties and cities of the United Kingdom – reference Anglo Saxon settlements | | Location knowledge  Name and locate counties and cities of the United Kingdom | | **Map work – where did the Vikings come from?**  Location knowledge  Locate some of the world’s countries using maps to focus on Europe | **Features and formation of a river**  **The Water Cycle**  **10 major world rivers**  Human and physical geography  Understand and describe the key aspects of physical geography  Geographical skills and fieldwork  Use maps, atlases, globes and digital computer mapping  Extend knowledge to include the location and characteristics of a range of the world’s most significant human and physical characteristics | Location knowledge  Locate some of the world’s countries  Human and physical geography  Understand and describe the key aspects of physical and human geography  Geographical skills and fieldwork  Use maps, atlases, globes and digital computer mapping  Identify the position and significance of latitude, longitude etc | |
| **History** | **Local history study** | | **Stone Age to Iron Age Britain**  Develop a chronologically secure knowledge and understanding of British history  Know about changes in Britain from the Stone Age to the Iron Age  . | **A non-European society** that provides contrasts with British history  Mayan civilisation | **Recall Iron Age knowledge**  **Roman Invasion**  **Entertainment**  **Mosaics**  **Boudicca**  **Army**  **Engineering**  **Legacy**  Develop a chronologically secure knowledge and understanding of British, local and world history  Learn about the Roman Empire and its impact/Romanisation of Britain  VISIT VERULAMIUM MUSEUM | | Construct informed responses that involve thoughtful selection and organisation of relevant historical information  Understand how our knowledge of the past is constructed from a range of sources  **Italy** | Develop a chronologically secure knowledge and understanding of British, local and world history  Construct informed responses that involve thoughtful selection and organisation of relevant historical information | |  | **British Clothing 1066 to Present Day**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **Invaders and Settlers: Anglo Saxons**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  **Settlements, invasions, beliefs, art and culture, Kings and laws** | | **Rule of law, Crimes and Punishments, Courts, Police**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | **Invaders and Settlers: Vikings**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  **Viking raids, trade, way of life, mythology are and culture** | **Mountains – What are they?**  A study of an aspect or theme that extends pupils’ chronological knowledge beyond 1066 | Develop chronologically secure knowledge  Address and sometimes devise historically valid questions about change, cause, similarity and difference  Understand how our knowledge of the past is constructed from a range of sources | |
| **Art & Design** | **Self Portrait**  Materials/  Techniques  Artist/Craft maker/Designer: | | Improve mastery of art and design techniques  Produce creative work, exploring their ideas and recording their experiences  Sketchbooks | Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  Produce creative work, exploring their ideas and recording their experiences | **Mosaics, printing, 3D portraiture**  Understand the historical and cultural development of art forms  Evaluate and analyse their work and the work of others.  Explore their ideas to improve their mastery of art and design techniques | | Create ‘conté crayon’ sketches and a painting in the ‘pointillist’ style  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, to create a theatrical backdrop | Sketchbooks – sports related | |  | **Van Gogh inspired self portrait**  Materials/  Techniques:  Year 3/4 - paint  Artist/Craft maker/Designer:  Van Gogh | **Bridget Riley inspired Christmas picture**  Materials/  Techniques:  Drawing  Artist/Craft maker/Designer:  Bridget Riley | | Create sketchbooks to record their observations and use them to review and revisit ideas  Improve mastery of art and design techniques  Produce creative work, exploring their ideas and recording their experiences | | Produce creative work, exploring their ideas and recording their experiences  Evaluate and analyse creative works using the language of art | Use sketch books to record observations and use them to review and revisit ideas  Improve mastery of art and design techniques (painting)  Learn about the life and work of a great artist (Claude Monet) | Produce creative work, exploring their ideas and recording their experiences | |
| **Design and Technology** | **Digestive system**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, and cross-sectional diagrams  Select from and use a range of tools and equipment to perform tasks.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | **Development of Food and Cooking**  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | **3D Map of a Rainforest**  Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces  Select from and use a wider range of tools and equipment to perform practical tasks | **Design and Build a Roman Chariot**  Research and develop design criteria  Generate, develop, model and communicate their ideas  Understand and use mechanisms (e.g. wheels and axles) in their product  Select from and use a wider range of materials and components  Select from and use a wider range of tools and equipment to perform practical tasks.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world | | Prepare and cook two savoury and one sweet Spanish dish using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | Investigate and analyse a range of existing products  Understand how key events and individuals in design and technology have helped shape the world | |  | **Articulated skeleton models**  Understand and use mechanical systems in their products  Fruit and veg/food safety | **Making a Christmas card/decoration (linked to Science)**  Understand and use electrical systems in their products  Prepare Celebration foods | | **Make paper models (linked to Art and Design)**  Select from and use a range of tools and equipment to perform tasks | | **Construct Shield and Longships**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, and cross-sectional diagrams  Select from and use a range of tools and equipment to perform tasks.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | **Water wheel**  **3D Mountain Models**  Select from and use a range of tools and equipment to perform tasks  Select from and use a wider range of materials and components  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | Understand how key events and individuals in design and technology have helped shape the world | |
| **Computing** | **Online safety**  **Coding**  **Spreadsheets** | | | **Touch typing**  **Email (including email safety)** | | | **Databases**  **Graphing**  **Simulations** | | |  | **Online safety**  **Coding** | | | **Spreadsheets**  **Writing for different audiences** | | | **Coding**  **Animation**  **Effective searching**  **Hardware investigations** | | |
| **Dunton Music** | **Year 3**  Play and perform in solo and ensemble contexts  **Year 4**  Singing with increasing confidence and control  Developing an understanding of the history of music | | **Year 3**  Understanding staff and musical notations  Playing and performing in solo and ensemble contexts  **Year 4**  Singing with increasing confidence and control  Developing an understanding of the history of music  Using and understanding staff notation  Appreciating a wide range of recorded music | **Year 3**  Play and perform in solo and ensemble contexts  Developing an understanding of the history of music  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song  **Year 4**  Singing with increasing confidence and control  Improvising and composing music , increasing aural memory , listening critically | **Year 3**  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song  Appreciate and  understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **Year 4**  Improvising and composing music, increasing aural memory , listening critically | | **Year 3**  Play and perform in solo and ensemble contexts  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song  Appreciate and  understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **Year 4**  Play and perform in solo and ensemble contexts  Singing with increasing confidence and control  Using and understanding staff notation | | **Year 3**  Playing tuned and untuned percussion instruments effectively  **Year 4**  Singing with increasing confidence and control  Developing an understanding of the history of music  Improvising and composing music , increasing aural memory, listening critically  Some children may be entered for recorder , piano or vocal exams , through the Trinity Guildhall exam board. |  | **Year 3**  Play and perform in solo and ensemble contexts  **Year 4**  Singing with increasing confidence and control  Developing an understanding of the history of music | | **Year 3**  Understanding staff and musical notations  Playing and performing in solo and ensemble contexts  **Year 4**  Singing with increasing confidence and control  Developing an understanding of the history of music  Using and understanding staff notation  Appreciating a wide range of recorded music | **Year 3**  Play and perform in solo and ensemble contexts  Developing an understanding of the history of music  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song  **Year 4**  Singing with increasing confidence and control  Improvising and composing music , increasing aural memory , listening critically | **Year 3**  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song  Appreciate and  understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **Year 4**  Improvising and composing music, increasing aural memory , listening critically | | **Year 3**  Play and perform in solo and ensemble contexts  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song  Appreciate and  understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **Year 4**  Play and perform in solo and ensemble contexts  Singing with increasing confidence and control  Using and understanding staff notation | | **Year 3**  Playing tuned and untuned percussion instruments effectively  **Year 4**  Singing with increasing confidence and control  Developing an understanding of the history of music  Improvising and composing music , increasing aural memory, listening critically  Some children may be entered for recorder , piano or vocal exams , through the Trinity Guildhall exam board. |
| **Wrestlingworth Music** | **Year 3/4**  Singing with increasing confidence and control  Play and perform in solo and ensemble contexts  *Appreciate and*  *understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* | **Year 3/4**  Improvising and composing music, increasing aural memory , listening critically  Use and understand staff and other musical notations | | **Year 3/4**  Singing with increasing confidence and control  Play and perform in solo and ensemble contexts  Improvising and composing music, increasing aural memory , listening critically  Use and understand staff and other musical notations | | **Year 3/4**  Singing with increasing confidence and control  Play and perform in solo and ensemble contexts  *Developing an understanding of the history of musi*c | **Year 3/4**  Singing with increasing confidence and control  Play and perform in solo and ensemble contexts | | **Year 3/4**  Singing with increasing confidence and control  Play and perform in solo and ensemble contexts  Improvising and composing music, increasing aural memory , listening critically  Use and understand staff and other musical notations |  | **Year 3/4**  Play and perform in solo and ensemble contexts  Singing with increasing confidence and control | | **Year 3/4**  Play and perform in solo and ensemble contexts  Singing with increasing confidence and control  *Appreciate and*  *understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* | **Year 3/4**  Singing with increasing confidence and control  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song | **Year 3/4**  Singing with increasing confidence and control  Improvising and composing music, increasing aural memory , listening critically | | **Year 3/4**  Play and perform in solo and ensemble contexts  Singing with increasing confidence and control  *Developing an understanding of the history of musi*c | | **Year 3/4**  Singing with increasing confidence and control  Play and perform in solo and ensemble contexts  Aural recall of rhythm patterns , degrees of scale and intervals, integrated with increasing memory of song |
| **RE** | **What kind of world did Jesus want?**  **GOSPEL** | **How and why do people try to make the world a better place?** | | **How do festivals and family life show what matters to Jewish people?** | | **What are the deeper meanings of the festivals?** | **What is the ‘Trinity’ and why is it important for Christians?**  **TRINITY** | | **How is faith expressed in Hindu communities and traditions?**  **RE day CREATION/FALL** |  | **Where, how and why do people worship?** | | **How is faith expressed in Sikh communities and traditions?** | **How do festivals and worship show what matters to Muslims?** | **Why do Christians call the day Jesus died ‘Good Friday’?**  **RE trip**  **Bedford Faith Tour** | | **For Christians, what was the impact of Pentecost?**  **KINGDOM OF GOD** | | **Why do some people think life is like a journey? How and why do people mark the significant events of life?**  **RE day**  **PEOPLE OF GOD** |
| **PE** | **Football**  **Athletics (sports hall)** | **ActEi**  **Gymnastics** | | **Tag-rugby**  **ActEi** | | **Dance**  **Gymnastics** | **Swimming**  **Cricket** | | **OAA**  **Circuits** |  | **Hockey**  **Athletics (sports hall)** | | **ActEi**  **Gymnastics** | **Tag-rugby**  **ActEi** | **Dance**  **Gymnastics** | | **Swimming**  **Rounders** | | **OAA**  **Circuits** |
| **MFL** | **Y3  Food** | **Yr4  Time** | | **Yr 3 Getting to know you** | | **Yr 3 Family and friends** | **Y4  Holidays and Hobbies** | | **Yr 4 Going shopping** |  | **Yr 3  Classroom instructions**  **My body**  **Actions**  **Colours**  **Clothes** | | **Yr 3 Time (birthdays)**  **Counting 1-31**  **Days of the week**  **Months of the year** | **Yr3  Our School** | **Yr 4 All around town** | | **Yr 4 On the move** | | **Yr 4  Where in the World** |
| **PSHE** | **Health and Wellbeing**  Healthy lifestyles  Keeping safe  Growing and changing | | | **Relationships**  Healthy relationships  Feelings and emotions  Valuing difference | | | **Living in the Wider World**  Rights and responsibilities  Taking care of the environment  Money | | |  | **Health and Wellbeing**  Healthy lifestyles  Keeping safe  Growing and changing | | | **Relationships**  Healthy relationships  Feelings and emotions  Valuing difference | | | **Living in the Wider World**  Rights and responsibilities  Taking care of the environment  Money | | |