

Y 3/4 Cycle A

Aut 1	Aut 2	Sp 1	Sp2	Sum 1	Sum 2
<b>Stone Age to Iron Age (Visit to Hengistbury Head)</b>	<b>Amazing Me (Teeth and Digestive System)</b>	<b>Peru (Mountains, Rivers, Forests, Incas-Ancient Civilisation) Plants (link with Amazon)</b>		<b>The Lakes</b>	<b>Van Gogh (Light, shadows, reflections)</b>
<p><b><u>Geography</u></b> <b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography: biomes, water/rivers</li> </ul> <p><b><u>Location knowledge</u></b></p> <ul style="list-style-type: none"> <li>name and locate, geographical regions and their identifying physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> <p><b><u>History</u></b> Local history- Hengistbury Head (link with Iron Age)</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>a local history study (a study of an aspect of</li> </ul>	<p><b><u>Science</u></b> <b><u>Animals, including humans Year 4</u></b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul> <p><b><u>Christmas</u></b> Carol concert</p> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <p><b><u>Art</u></b> to improve their mastery of art and design techniques</p>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Incas (?)</li> </ul> <p><b><u>Geography</u></b> <b><u>Location knowledge</u></b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b><u>Science</u></b> <b><u>Plants Year 3</u></b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> </ul>		<p><b><u>Geography</u></b> <b><u>Location knowledge</u></b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b><u>Science</u></b> <b><u>Light Year 3</u></b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul>

history or a site dating from a period beyond 1066 that is significant in the locality.)		<ul style="list-style-type: none"> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>States of matter Year 4</b></p> <ul style="list-style-type: none"> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>			
<b>Discrete subjects</b>	<b>Discrete subjects</b>	<b>Discrete subjects</b>	<b>Discrete subjects</b>	<p><b>Discrete subjects</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b>Discrete subjects</b>
<b>Maths (see related overviews)</b>	<b>Maths (see related overviews)</b>	<b>Maths (see related overviews)</b>	<b>Maths (see related overviews)</b>	<b>Maths (see related overviews)</b>	<b>Maths (see related overviews)</b>
<b>English (see related overviews)</b>	<b>English (see related overviews)</b>	<b>English (see related overviews)</b>	<b>English (see related overviews)</b>	<b>English (see related overviews)</b>	<b>English (see related overviews)</b>
<b>RE: Purim</b>	<b>RE: Hannukah</b>	<b>RE: Trees as a symbol</b>	<b>RE: Passover and Moses</b>	<b>RE: Christian Miracles</b>	<b>RE: How do people perceive God?</b>