

BURTON MANOR PLANNING FOR BREADTH CYCLE B (YEAR 3 & 4 2019/2020)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Invaders – The Romans The Roman Empire and its Impact on Britain.</p>	<p>Invaders - The Anglo-Saxons and the Vikings Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England.</p>	<p>Space Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Look at the movement of the Earth and the Moon.</p> <p>Explain day and night.</p>	<p>Space Look at the movement of the Earth and the Moon.</p> <p>Explain day and night.</p>	<p>Extreme Earth Describe and understand key aspects of mountains, volcanoes and earthquakes and the water cycle.</p>	<p>Extreme Earth Describe and understand key aspects of mountains, volcanoes and earthquakes and the water cycle</p>
Science	<p>Year 3 – Animals (including humans) Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</p> <p>Look at the effect of diet, exercise and drugs.</p>	<p>Year 3 – Rocks Compare and group rocks and describe the formation of fossils.</p>	<p>Year 3 – Light Look at sources, seeing, reflections and shadows.</p> <p>Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p>		<p>Year 3 – Forces & Magnets Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</p> <p>Look at poles, attraction and repulsion.</p> <p>Look at the effect of gravity and drag forces.</p> <p>Look at transference of forces in gears, pulleys, levers and springs.</p>	<p>Year 3 –Plants Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.</p>
Computing	<p>Coding Year 3 - 3A Coding Year 4 – 4A</p>	<p>Coding Year 3 – 3B Coding Year 4 – 4B</p>	<p>On-line Safety</p>	<p>Using the Internet</p>	<p>Creating and publishing</p>	

	Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.	Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
Art/DT	<p>Mosaics</p> <p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>	<p>Design and make a Viking long ship</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Pictures inspired by Holst (using different techniques)</p> <p>Develop and share ideas in a sketchbook and in finished products.</p> <p>Learn about the great artists, architects and designers in history.</p>	<p>Design and make a moon buggy</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Create a volcano</p> <p>Improve mastery of techniques.</p>	<p>Make a tsunami or earthquake model</p> <p>Improve mastery of techniques.</p>
	Y3/4 – Singing		Y3/4 - Singing Gustav Holst	Y3/4 – Singing	Y3/4 – creating Extreme Earth	

<p>Music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>		<p>(The Planets)</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>		<p>compositions</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>
	<p>PE/Games</p>	<p>Y4 Swimming Y3 Skittleball Football</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p>	<p>Y4 Swimming Y3 Indoor Athletics Tag Rugby</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2</p> <p>Take part in athletics activities.</p>	<p>Y4 Swimming Y3 Gymnastics</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2</p> <p>Take part in gymnastics activities.</p>	<p>Y3 Swimming Y4 Dance</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2</p> <p>Perform dances.</p>	<p>Y3 Swimming Y4 Skittleball Athletics</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p>

<p>PSHE/RE</p>	<p>PSHE (Being Me in my World)</p>	<p>Y3 RE (Christmas story) PSHE (Celebrating Difference)</p> <p>Study the beliefs, festivals and celebrations of Christianity.</p>	<p>Y3 RE (Sikhism) PSHE (Dreams and Goals)</p> <p>Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</p>	<p>Y4 RE (Easter Story) PSHE (Healthy Me)</p> <p>Study the beliefs, festivals and celebrations of Christianity.</p>	<p>Y4 RE (Hinduism) PSHE – (Relationships)</p> <p>Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</p>	<p>Y4 RE (Hinduism) PSHE (Changing Me)</p> <p>Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</p>
<p>French</p>	<p>This is France – introduction to the country, cultures and society</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>Look at the culture of the countries where the language is spoken.</p>	<p>Y3 + LA Y4 – Rigolo 1 (Units 1&2) Y4 + HA Y3 – Numbers Rigolo 1 Refresh Units 1-4 then (Units 5 & 6)</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>Look at the culture of the countries where the language is spoken.</p>	<p>Y3 + LA Y4– Rigolo 1 (Units 3&4) Y4 + HA Y3 – (Units 7 & 8)</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>Look at the culture of the countries where the language is spoken.</p>	<p>Y3 + LA Y4 – Rigolo 1 (Units 5 & 6) Y4 + HA Y3 - Rigolo 1 (Units 9&10)</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>Look at the culture of the countries where the language is spoken.</p>	<p>Y3 + LA Y4 – Rigolo 1 (Unit 7) Y4 + HA Y3– Rigolo 1 (Unit 11)</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>Look at the culture of the countries where the language is spoken.</p>	<p>Y3 + LA Y4 – Rigolo 1 (Unit 8) Y4 + HA Y3– Rigolo 1 (Unit 12)</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>Look at the culture of the countries where the language is spoken.</p>