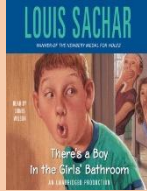
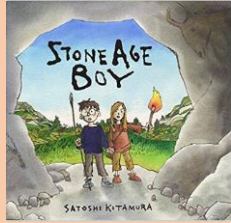

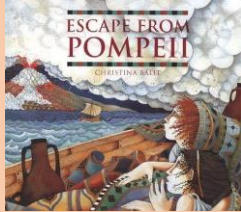
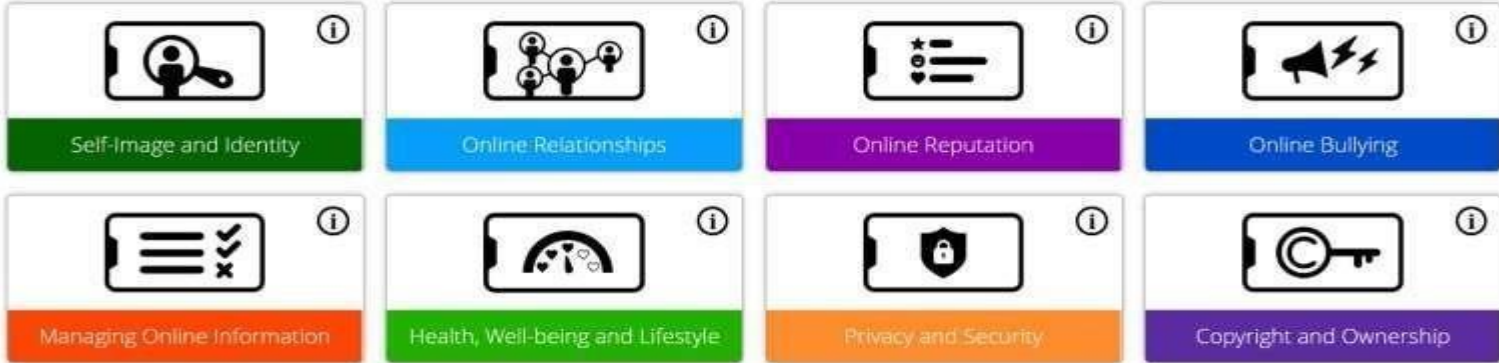


Maple, Woodlands, Chestnut (years 3 and 4) - 2024/25

Cycle A	Autumn 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE	Geography		History	Geography	Geography	
	Identity	America!		Prehistoric History	Rainforests	On Top Of The World	
QUESTION	What does it mean to be British?	How Is America Different To The UK?		Did we learn anything from Early Man?	What is happening to our rainforests?	What makes a mountain a volcano?	
BOOK		There's A Boy in The Girls Bathroom 		Stone Age Boy 	Greta and The Giants The Great Kapok Tree The Explorer - Children's Novels 	Escape From Pompeii 	
Enquiry Enhancer Art/DT		DT Food 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. Create an American inspired savoury dish.	DT MAKE A needle pouch and Native American moccasins. Make a pattern template. Know how to pin, sew and stitch materials together to create a product. Make a native American needle pouch and moccasin prototype.	Art Gesturing drawing with charcoal. Making loose gestural drawings and exploring drama and performance.	Art The art of display.	DT Make a volcano pencil pot On top of the World -Use research and develop design criteria to inform the design of innovative functional appealing products that are fit for purpose.	Art Art Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.

Writing Genre		Memory Box Books: Paper dolls Traction Man The naughty bus Little Red Riding hood Robin Hood Writing: Short narrative retell of paper dolls Retell of trip to the science and Industry Museum. Imaginative story. Write about a personal experience as a retell. Retell of trip to panto to watch Robin Hood. Setting description		How to Wash a Woolly Mammoth - Instructions Narrative based on Stone Age Boy Nonfiction Non-chronological report about life in Stone/Bronze/Iron age Non-fiction /Persuasion to convince the Brazillian Government to support saving the rainforests		Diary Entry (Escape from Pompeii) Newspaper Report or a Travel Report on Pompei Tourism	
Science <i>Working Scientifically (ongoing development):</i>		Biology Health and Movement	Physics Circuits and Conductors	What do Scientists do?	Biology How plants grow	Biology Rocks, Fossils and Soils	Chemistry States of Matter
<i>Recording data; Identifying scientific evidence; Setting up simple practical enquiries, comparative and fair tests; Report and present findings; Use results to draw simple conclusions, make predictions, suggest improvements; take accurate measurements using a range of equipment.</i>							
RE Visit to Mosque		Belonging and identity	Special food.	Islamic rites of passage Visit to Mosque	Why is Easter important to Christians?	Jewish celebrations	
PSHE/SMSC SRE - PSHE Zippy	Identity 3 wks	Feelings		Communication		Communication Making and breaking relationships	Self esteem Resilience Diversity
'What do I want to do when I am older?' and 'Money'				Money			
Staying safe		Keeping safe online My body	Keeping safe online Bonfire and firework safety My body	Keeping safe online	Keeping safe online	Keeping safe online	Keeping safe online
Computing		Desktop publishing	Branching Databases	Programming - Events in action	Creating media - photo editing	Datalogging	Programming - repetition in games
E Safety Curriculum Overview Cycle A – Taught during PSHE and Computing Lessons							

<p>E Safety</p>							
		<p>I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online Supplement with Be Internet Legends lesson "Who's profile is this anyway?"</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p>	<p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about how to trust online including what information and content they are trusted with.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p>	<p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal. Supplement with Be Internet Legends Lesson "Is it ok to share?"</p> <p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain the Difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone;</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p> <p>I can explain why some online age restrictions, activities have why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>

P.E. Year 3		<p>Netball</p> <p>Ball Skills Y3/4</p> <p>Fundamentals Y3/4</p>	<p>Ball Skills Y3/4</p> <p>Netball</p> <p>Fitness</p>	<p>Gymnastics</p> <p>Athletics</p> <p>Cricket</p>	<p>Athletics</p> <p>Gymnastics</p> <p>Dodgeball</p>	<p>Rounders</p> <p>Dance</p> <p>OAA</p>	<p>Dance</p> <p>Rounders</p> <p>Handball</p>
P.E. Year 3/4		<p>Ball Skills Y3/4</p> <p>Fundamentals Y3/4</p> <p>Netball</p> <p>Athletics</p> <p>Gymnastics</p>	<p>Ball Skills Y3/4</p> <p>Netball</p> <p>Fundamentals Y3/4</p> <p>Gymnastics</p> <p>Athletics</p>	<p>Gymnastics</p> <p>Athletics</p> <p>Cricket</p> <p>Football</p>	<p>Athletics</p> <p>Gymnastics</p> <p>Dodgeball</p> <p>Cricket</p> <p>Football</p>	<p>Rounders</p> <p>Dance</p> <p>OAA</p>	<p>Dance</p> <p>Rounders</p> <p>Handball</p>
P.E. Year 4		<p>Swimming</p> <p>Athletics</p> <p>Gymnastics</p>	<p>Swimming</p> <p>Gymnastics</p> <p>Athletics</p>	<p>Swimming</p> <p>Football</p> <p>Cricket</p>	<p>Swimming</p> <p>Cricket</p> <p>Football</p>	<p>Swimming</p> <p>Rounders</p> <p>Dance</p>	<p>Swimming</p> <p>Dance</p> <p>Rounders</p>
Music		<p>Wider Opportunities Maple and Woodlands learn how to play the violin Chestnut learn how to play the flute.</p>					
French Maple Y3		<p>Getting Started in French Greetings Numbers France and the UK</p>		<p>Discovering Paris Numbers Paris landmarks</p>		<p>Introducing Myself Introducing myself Countries and capital cities</p>	
French Chestnut and Woodlands Y4		<p>Animals and Colours Animals Colours Questions</p>		<p>Animals and Habitats Animals and their habitats Masculine and feminine nouns</p>		<p>My Favourite Animals Likes and dislikes Homes and gardens French alphabet</p>	