

Condover Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust



Cycle 3 Condover CE Primary School

River Class- Year 3 and 4




Term	Autumn	Spring	Summer
Project	Food and Nutrition	Stone Age	Rivers
Theme Music	https://www.youtube.com/watch?v=ly7PONiKGUs Food Glorious Food- From Oliver by Lionel Bart	https://www.youtube.com/watch?v=I6U2eiaqVRQ Stone Age Music	https://www.youtube.com/watch?v=hY0BJOcEiOM Vltava-Tracing a river from source-Bedrich Smetana
Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project	Do you ever feel hungry? What do we mean when we say starving? Are we really starving? Are there people who are starving?	Prehistoric men were superior to women. What do you think that means and why? Why would this be wrong in society today?	Somebody left a tap on in the corridor, we've run out of water-what shall we do? Is there a limit to the amount of water we have?
English	Core text Street Child Whole class guided reading Fiction Stories which raise issues Persuasive texts Non-fiction	Core text Stig of the Dump Whole class guided reading Fiction Stories with a familiar setting	Core text Wind in the Willows Whole class guided reading Fiction Stories from a different culture Adventure and mystery

	<p>Non-chronological report Persuasive letter Instructions Poetry Rhyming couplet Haiku Shape</p> <p>Spellings – Spelling Shed Spellings Rules - 1-12.</p> <p>Grammar – Spelling Shed</p> <table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td>A/an, conjunctions, adverbs, headings/subheadings, speech marks.</td><td>Fronted adverbials with commas, expanded noun phrases, possessive S.</td></tr></table>	Year 3	Year 4	A/an, conjunctions, adverbs, headings/subheadings, speech marks.	Fronted adverbials with commas, expanded noun phrases, possessive S.	<p>Stories with imaginary worlds Non-fiction Newspaper Letter Poetry Kennings Free verse</p> <p>Spelling - Spelling Shed Spelling Rules - 13-24.</p> <p>Grammar – Spelling Shed</p> <table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td>Paragraphs, present perfect tense.</td><td>Difference between plural and possessive S, Standard English, paragraphs, pronouns.</td></tr></table>	Year 3	Year 4	Paragraphs, present perfect tense.	Difference between plural and possessive S, Standard English, paragraphs, pronouns.	<p>Non-fiction Explanation text Diary entry Persuasive voiceover Poetry Limericks</p> <p>Spelling - Spelling Shed Spelling Rules 25-36.</p> <p>Grammar – Spelling Shed Revision and revisiting of rules.</p>
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Paragraphs, present perfect tense.	Difference between plural and possessive S, Standard English, paragraphs, pronouns.										
Mathematics	1.17 Composing and calculation: 100 and bridging 100	Year 3 1.18 Numbers to 1,000 3G1 Right angles 2.7 2,4,8 table and patterns	Year 3: 3.1 & 3.2 Review of fractions								

	<p>1.22 Composing and calculation: 1000 and four-digit numbers</p> <p>1.19 Securing mental strategies to 999</p> <p>1.20 Algorithms: column addition</p> <p>1.21 Algorithms: column subtraction</p> <p>2.10 Connecting multiplication and division, and the distributive law</p> <p>2.12 Division with remainders</p>		<p>3G-2 Parallel and perpendicular sides in a polygon</p> <p>Time</p> <p>Year 4:</p> <p>3.5 Fractions greater than 1</p> <p>4g3 – symmetry in 2d shapes</p> <p>Time</p> <p>2.12 Division with remainders.</p>
		<p>Year 4:</p> <p>2.15 Division: partitioning leading to short division</p> <p>2.16 Multiplicative contexts: area and perimeter 1</p> <p>2.8 Times tables: 3, 6 and 9, and the relationship between them</p> <p>2.9 Times tables: 7 and patterns within/across times tables</p> <p>4G-1 Draw polygons, specified by coordinates in the first quadrant, and</p>	<p>Year 4:</p> <p>2.29 Decimal place-value knowledge, multiplication and division</p> <p>3.6 Multiplying whole numbers and fractions</p> <p>3.7 Finding equivalent fractions and simplifying fractions</p> <p>5NPv-5 Convert between units of measure, including using common decimals and fractions</p> <p>5G-1 Compare angles, estimate and measure</p>

		translate within the first quadrant.	angles in degrees (°) and draw angles of a given size.
Science	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ▪ (3) identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ (3) identify that humans and some other animals have skeletons and muscles for support, protection and movement. ▪ (4) describe the simple functions of the basic parts of the digestive system in humans ▪ (4) identify the different types of teeth in humans and their simple functions. ▪ (4) construct and interpret a variety of food chains, identifying producers, predators and prey 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • (3) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • (3) describe in simple terms how fossils are formed when things that have lived are trapped within rock. • (3) recognise that soils are made from rocks and organic matter 	<p><u>Plants</u></p> <ul style="list-style-type: none"> ▪ (3) identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers ▪ (3) 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 ▪ (3) investigate the way in which water is transported within plants ▪ (3) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

RE	<p>UC. Unit L 2.1 Creation and Fall differentiated using Digging Deeper where needed.</p> <p>UC. KS1 Unit 1.3 Incarnation Digging Deeper (3 Weeks focus- Christmas)</p>	<p>UC. Unit L 2.2 People of God differentiated using Digging Deeper where needed.</p> <p>UC. Unit L 2.5 Salvation using Digging Deeper where needed. (3 Weeks focus- Easter)</p>	<p>G. Unit L 2.7 What do Hindus believe God is like?</p> <p>G Unit L2.10 How do Festivals and Family life show what matters to Jewish People?</p>
History	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Egypt</p> <p>Key Questions:</p> <p>Who built the Great Pyramid at Giza?</p> <p>What are Pharaohs and why were they important in Ancient Egypt?</p> <p>How did the civilisation of Egypt end?</p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>Key Questions:</p> <p>What was ‘new’ about the New Stone Age?</p> <p>Which was better, bronze or iron?</p> <p>If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Why?</p>	<p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>Key Questions:</p> <p>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p> <p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>What was life really like in Anglo-Saxon and Viking Britain?</p> <p>What did the Anglo-Saxons and Vikings leave behind?</p>

Geography	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>climate for growing, number of people who need feeding, where most of the food comes from. Comparison between Shropshire's agriculture industry and Cairo's manufacturing industry</p>	<p>Describe and understand key aspects of types of settlement</p> <p>Shropshire hill forts e.g The Lawley</p>	<p>Describe and understand key aspects of rivers and the water cycle</p> <p>Visit a river and look for the features before labelling diagrams using: source, stream, river, estuary, meander, erosion, tributary, mouth. For a tributary, Cound Brook rises at All Stretton and enters the Severn at Eyton. River Severn visit to study changes in the life of a river (Plynlimon – source or Bristol - mouth)</p>
Art	<p>Media: Textiles</p> <p>Giuseppe Arcimboldo There are many more examples using food to create images.</p> 	<p>Media: Pastel, Chalk.</p> <p>Cave painting</p>  <p><u>Year 3</u></p> <p>Cave paintings were produced roughly around the time of the last ice age.</p>	<p>Media: Ink</p> <p>Katsushika Hokusai various river and waterfall photos.</p>  <p><u>Year 3</u></p>

	<p><u>Year 3</u> Giuseppe Arcimboldo was an Italian painter who lived in the 16th Century. Arcimboldo created pictures using vegetables to look like other things. You can collect ideas in sketchbooks. Light colours can be used to make highlights to make a flat painting look 3d. Use sketches to show they have collected ideas and techniques and adapted them for use in their own work.</p> <p><u>Year 4</u> Giuseppe Arcimboldo was an Italian painter who lived in the 16th Century. Arcimboldo created pictures, often with dark backgrounds, using vegetables to look like other things. You can collect your own ideas, and the ideas of others in sketchbooks.</p>	<p>Cave Paintings are our earliest example of humans recording information. Charcoal, chalk, rocks were used to create cave paintings. Simple lines that are carefully placed can create recognisable images. Understand what proportion means and show perspective in your own work.</p> <p><u>Year 4</u> Cave paintings were produced roughly around the time of the last ice age. Cave Paintings are our earliest example of humans recording information, often about animals and how people hunted. Charcoal, chalk, rocks were used to create cave paintings. Simple lines that are carefully placed and blocks of colour can create recognisable images.</p>	<p>Katsushika Hokusai was a Japanese artist. He lived at the end of the 18th Century and the beginning of the 19th. Printmaking is a process where you use a template and can create more than one image. Colour can be used to create different effects, such as foam on a wave. Artists can use different colours to create foregrounds and backgrounds.</p> <p><u>Year 4</u> Katsushika Hokusai was a Japanese artist. He lived at the end of the 18th Century and the beginning of the 19th. Printmaking is a process where you can use a tile, block or plate as a template and can create more than one image. Colour, line and shape can be used to create different</p>
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	<p>Light and dark colours can be used to make high and low lights to make a flat painting look 3d.</p> <p>Comment and reflect in a sketchbook, refine own ideas and the ideas of others for use in their own work.</p>	<p>Begin to use pastel/chalk/charcoal effectively to create mood and atmosphere replicating the style of an established artist.</p>	<p>effects, such as foam on a wave.</p> <p>Colours, texture and shape can be used to create mood and atmosphere.</p>
Music	<p>BBC 10 Pieces Stravinsky – The Firebird</p> <p>https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-igor-stravinsky-firebird-ks2/zbsf3k7</p>	<p>BBC 10 Pieces Elgar – Enigma Variations</p> <p>https://www.bbc.co.uk/teach/ten-pieces/edward-elgar-enigma-variations-11-6-7/zhb3t39</p>	<p>BBC 10 Pieces Mason Bates – A Bao A Qu</p> <p>https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbf7nb</p>
			<p>CHARANGA! (3)</p> <p>1. Bringing us together</p>
Computing	<p>Computer systems – Digital devices, connecting computers</p> <p><u>Internet safety</u> Self imagery and identify Online relationships</p>	<p>Animation – moving pictures, frame by frame</p> <p>Data and information – Branching databases</p> <p><u>Internet safety</u> Online reputation Online bullying</p>	<p>Programming A – Sequence in music</p> <p><u>Internet safety</u> Health, well-being and lifestyle Privacy and security</p>

Design Technology	Food Plan, design, make and evaluate bread	Mechanical Systems Levers and Linkages To plan, design and make a moving history book.	Electrical Systems To create a handmade switch
PSHE/ RSE	Me and my relationships Valuing difference	Keeping myself safe Rights and responsibilities	Being my best Growing and changing
PE	Tag Rugby Netball	Gymnastics Hockey	Tennis Athletics
FRENCH	Words and Phrases: Year 3: Getting to Know You/ All About Me Year 4: All Around Town/ On the Move	Words and Phrases: Year 3: Food, Glorious Food/ Family and Friends https://www.twinkl.co.uk/resource/tp2-l-049-planit-french-year-3-food-glorious-food-unit-pack https://www.twinkl.co.uk/resource/tp2-l-029-french-family-and-friends-year-3-unit-pack Year 4: Gone Shopping/ Where in the World? https://www.twinkl.co.uk/resource/tp2-l-240-french-	Words and Phrases: Year 3: Our School/ Time Year 4: What's the Time?/ Holidays and Hobbies

		going-shopping-year-4-unit-pack https://www.twinkl.co.uk/resource/tp2-l-135-planit-french-year-4-where-in-the-world-unit-pack	
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