

## Curriculum Plan Year B

| Year B                              | Autumn Term:   |  | Spring Term:   |   | Summer Term:   |   |
|-------------------------------------|--|--|--|---|--|---|
|                                     | Let's Explore<br>(Geography)   |  | Let's Experiment<br>(Science)  |   | Let's Remember<br>(History)  |   |
| English                             | <p>Text 1:<br/><b>Lord of the Forest (F)</b><br/><a href="#">Link: Science - animals and habitats</a></p> <p>Text 2:<br/><b>Penguins (NF)</b><br/><a href="#">Link: Science - animals and habitats</a><br/><a href="#">Geog - human/physical</a></p> | <p>Text 3:<br/><b>Outdoor Wonderland (NF)</b><br/><a href="#">Link: Science - plants</a><br/><a href="#">Geog - UK locations</a></p> <p>Text 4:<br/><b>Mog's Christmas Calamity (F)</b><br/><a href="#">Link: R.E. - Christmas</a></p> | <p>Text 1:<br/><b>Until I Met Dudley (NF)</b><br/><a href="#">Link: Science/technology</a></p> <p>Text 2:<br/><b>Leon and the Place Between (F)</b><br/><a href="#">Link: Science - electricity and light</a></p>  | <p>Text 3:<br/><b>Marvin and Milo Adventures in Science (NF)</b><br/><a href="#">Link: Science - electricity and light</a></p> <p>Text 4:<br/><b>Paint Me a Poem (P)</b><br/><a href="#">Link: Art - mechanical/light</a></p> | <p>Text 1:<br/><b>Dragons: Truth, Myth and Legends (F)</b><br/><a href="#">Link: History - Roman relationships to beasts/animals</a></p> <p>Text 2:<br/><b>An Anthology of Intriguing Animals (NF)</b><br/><a href="#">Link: Science - animals and habitats - food/food chains</a></p> | <p>Text 3:<br/><b>Firebird (F)</b><br/><a href="#">Link: History - traditional stories</a></p> <p>Text 4:<br/><b>Poetry Pie (P)</b><br/><a href="#">Link: D&amp;T food tech - Science - digestion &amp; teeth</a></p> |
| Maths<br><a href="#">White Rose</a> | <p>Number - Place value<br/>4 weeks</p> <p>Number - addition and subtraction<br/>4 weeks</p> <p>Number - Multiplication and division<br/>4 weeks</p>   |  | <p>Number - Multiplication and division<br/>2 weeks</p> <p>Measurement - length, perimeter and area<br/>2 weeks</p> <p>Number - fractions<br/>4 weeks</p> <p>Year 3 - Measurement - Mass and Capacity -3weeks</p> <p>Year 4 - Number - decimals -3 weeks</p> |   | <p>Number - Decimals (including money)<br/>3 weeks</p> <p>Measurement - Time<br/>2 weeks</p> <p>Statistics<br/>2 weeks</p> <p>Geometry - Properties of shape (including Y4 position and direction)<br/>4 weeks</p>   |   |
| Science                             | <p><b>Y4 Living Things and their Habitats</b></p> <p><b>Vocabulary</b><br/><a href="#">Working scientifically/ transferable words</a><br/>research (question, enquiry,</p>   | <p><b>Y3 Plants</b></p> <p><b>Vocabulary</b><br/><a href="#">Working scientifically/ transferable words</a><br/>research (question, enquiry,</p>   | <p><b>Y4 Electricity</b></p> <p><b>Vocabulary</b><br/><a href="#">Working scientifically/ transferable words</a><br/>research (question, enquiry,</p>  | <p><b>Y3 Light</b></p> <p><b>Vocabulary</b><br/><a href="#">Working scientifically/ transferable words</a><br/>research (question, enquiry,</p>   | <p><b>Y4 Animals including Humans - Digestion &amp; teeth</b></p> <p><b>Vocabulary</b><br/><a href="#">Working scientifically/ transferable words</a><br/>research (question, enquiry, comparative, fair, systematic, observation, accurate), equipment, data</p>                      |   |

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|     | <p>comparative, fair, systematic, observation, accurate), equipment, data (gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret</p> <p><u>Topic Specific</u><br/>Environment, flowering, non-flowering, plants, animals, environment, dangers<br/>Vertebrate – fish, amphibians, reptiles, birds, mammals<br/>Invertebrate – snails, slugs, worms, spiders, insects<br/>Plants – flowering plants including grasses, non-flowering including mosses and ferns<br/>Human impact<br/>Positive – nature reserves, ecologically planned parks, gardens and ponds<br/>Negative – population, development, litter, deforestation</p> | <p>comparative, fair, systematic, observation, accurate), equipment, data (gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret</p> <p><u>Topic Specific</u><br/><u>Structure</u> – flowering plants, roots, stem/trunk, leaves, flowers<br/><u>Function</u> – nutrients, support, reproduction, makes its own food<br/><u>Requirements for life and growth</u> – air, light, water, nutrients from soil, room to grow, needs vary, fertiliser<br/><u>Life cycle</u> – flowers, pollination, seed formation, seed dispersal</p> | <p>comparative, fair, systematic, observation, accurate), equipment, data (gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret</p> <p><u>Topic Specific</u><br/>appliances, circuit, cell, battery, wire, lamp (bulb), buzzer, danger, safety, sign, switch, open, closed<br/>Insulators – wood, rubber, plastic, glass<br/>Conductors – metal, water</p> | <p>comparative, fair, systematic, observation, accurate), equipment, data (gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret</p> <p><u>Topic Specific</u><br/>light, see, dark, reflect, surface<br/><b>natural</b> – star, sun, (moon)<br/><b>artificial</b> – torch, candle, lamp<br/>shadow, blocked, solid, sunlight, dangerous, protect eyes</p>  | <p>(gather, record, classify, present), record (drawings, diagrams, keys, charts, tables), explanation, conclusion, prediction, differences, similarities, differences, changes, evidence, improve, construct, interpret</p> <p><u>Topic Specific (Y4)</u><br/>Human digestive system, mouth, <b>tongue</b> – mixes, moistens, saliva, <b>teeth</b><br/>incisors – cutting, slicing<br/>canines – ripping, tearing<br/>molars – chewing, grinding<br/>oesophagus, transports, stomach, acids, enzymes<br/><b>small intestine</b> – absorbs, water, vitamins<br/><b>large intestine</b> – compacts<br/>carnivore, herbivore, omnivore, brush, floss, sugar, food chain, sun, producers, prey, predators</p> |
| D&T | <p>Design, <b>Make</b>, <b>Evaluate</b>, Technical Knowledge<br/>research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern<br/>tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics<br/>investigate, analyse, design criteria<br/>strengthen, stiffen, reinforce, gears, pulleys, cams, levers,</p>  | <p>Design, <b>Make</b>, <b>Evaluate</b>, Technical Knowledge<br/>research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern<br/>tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics<br/>investigate, analyse, design criteria<br/>strengthen, stiffen, reinforce, gears, pulleys, cams, levers,</p>   | <p>Design, <b>Make</b>, <b>Evaluate</b>, Technical Knowledge<br/>research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern<br/>tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics<br/>investigate, analyse, design criteria<br/>strengthen, stiffen, reinforce, gears, pulleys, cams, levers,</p>  | <p>Design, <b>Make</b>, <b>Evaluate</b>, Technical Knowledge<br/>research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern<br/>tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics<br/>investigate, analyse, design criteria<br/>strengthen, stiffen, reinforce, gears, pulleys, cams, levers,</p> | <p>Design, <b>Make</b>, <b>Evaluate</b>, Technical Knowledge<br/>research, develop, design, criteria, inform, innovative, functional, appealing, product, fit for purpose, generate, develop, model, annotated sketches, cross-section, prototype, pattern<br/>tools, equipment, cutting, shaping, joining, finishing, materials, components, construction, textiles, ingredients, properties, aesthetics<br/>investigate, analyse, design criteria<br/>strengthen, stiffen, reinforce, gears, pulleys, cams, levers,</p>  |

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|                  | linkages, computing to programme, monitor and control  |   | linkages, computing to programme, monitor and control  |                        | linkages, computing to programme, monitor and control   |                |
|                  | <b>Textiles - Norse Purse</b><br><br><u>Topic Specific</u><br>paper pattern, cut, join, fabric, textile, running stitch, buttons, bond web, decorate, beads, sequins   |   | <b>Electrical &amp; Mechanical -</b><br><br><u>Topic Specific</u><br>circuit, switch, lamps, buzzer, motor, battery, cell, wire, remote-controlled, material, property, conduct, insulate, program |                        | <b>Food Tech - Roman Lunch</b><br><br><u>Topic Specific</u><br>paper pattern, cut, join, fabric, textile, running stitch, buttons, bond web, decorate, beads, sequins   |                |
| <b>Art</b>       | Drawing skills<br><br>Experiment with mark making using a range of pencils, 2H HB 2B 4B. Create depth and shadows using cross hatching.<br>Focus on pattern, , draw a leaf and fill it with a range of patterns., circles, triangles, s shapes. Work in monochrome. (Lord of the Forest)<br>Using a range of drawing materials and scales, sticks with charcoal or sponges with paint, create a large forest image. (Outdoor wonderland)   |   | Painting and Printing<br><br>Colour mixing to create tertiary colours.<br>Creating a glaze using watercolours.<br>Monoprinting.<br>One and two step tile printing.                                 |                        | Sculpture<br><br>Clay<br>Cross hatch and slip to make joins.  |                |
| <b>Computing</b> | E-safety: Google Don't fall for fake.  | Digital Literacy: Research and develop a topic. | Coding interactive chat bot  | Coding Game – Boatrace | Digital Literacy: ChildNet video competition  | Coding Project |
| <b>History</b>   | Anglo Saxons & Vikings (Norsemen)<br><br>National Curriculum<br><u>Britain's settlement by Anglo-Saxons and Scots</u> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>- Scots invasions from Ireland to north Britain (now Scotland)</li> <li>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul><br><u>the Viking and Anglo-Saxon struggle for the</u> |   | Victorians (light touch)<br><br>tbc  |                        | Romans<br><br>National Curriculum<br><u>the Roman Empire and its impact on Britain</u> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, for example, Boudica</li> <li>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> |                |

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|                  | <p><u>Kingdom of England to the time of Edward the Confessor</u></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p><b><u>Vocabulary</u></b><br/> <u>Transferable</u><br/> information sources, interpretation, (written) accounts, negative views, archaeological site, chronological, historical periods of time, compare, contrast, living memory, lifestyle, BC, AD, BCE, CE, invasion, occupation</p>   |  | <p><b><u>Vocabulary</u></b><br/> <u>Transferable</u><br/> information sources, interpretation, (written) accounts, negative views, archaeological site, chronological, historical periods of time, compare, contrast, living memory, lifestyle, BC, AD, BCE, CE, invasion, occupation</p>  |
| <b>Geography</b> | <p>Settlements</p> <ul style="list-style-type: none"> <li>*European countries and major cities linked with Saxons and Norse</li> <li>*UK counties related to old UK kingdoms</li> <li>*geographical similarities and differences between Nordic landscape and UK - reasons for settling on UK shores</li> <li>*human geography - 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>Vocabulary</u></b><br/> <u>Transferable</u><br/> Natural and human environments, Human and physical features, physical and human processes, formation/use, landscape, environment, Earth's features</p> |  | <p>UK/Europe</p> <ul style="list-style-type: none"> <li>*European countries and major cities linked with Roman Empire</li> <li>*UK counties related to old UK tribes when Romans arrived</li> <li>*geographical similarities and differences between areas in Roman Empire</li> <li>*human geography - 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>Vocabulary</u></b><br/> <u>Transferable</u><br/> Natural and human environments, Human and physical features, physical and human processes, formation/use, landscape, environment, Earth's features</p> |
| <b>Music</b>     | <p>Singing<br/> Playing<br/> Improvising and composing<br/> Notation</p>   | <p>Singing<br/> Playing<br/> Improvising and composing<br/> Notation</p> | <p>Singing<br/> Playing<br/> Improvising and composing<br/> Notation</p>   |

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|  | Listening History<br><br>Music from Saxon/Viking era? Composing music to represent settlement or finding a new land?<br><br><u>Vocabulary</u><br>chants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast |  | Listening History<br><br><u>Vocabulary</u><br>chants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast                                  |   | Listening History<br><br>Gustav Holst - planets<br><br><u>Vocabulary</u><br>chants, rhymes, solo, ensemble, control, expression, improvise, compose, melodic, notation, crotchet, minim, semibreve, quavers, pitched notes, rhythm, compare, contrast |   |
| MFL<br>Y3 Twinkl                                   | 1. Getting to know you<br>2. All about me  |  | 3. Food<br>4. Family and friends   |   | 5. School<br>6. Time  |   |
| PE   | <b>Tag Rugby</b><br><u>Core skills</u> - running, throwing, catching, attacking, defending<br><br><b>Tennis</b><br><u>Core skills</u> - throwing, catching, control, technique<br><br><u>Vocabulary</u><br>Core skills   | <b>Football</b><br><u>Core skills</u> - running, attacking, defending, flexibility, strength, technique, control, balance<br><br><b>Gymnastics (church hall)</b><br><u>Core skills</u> - jumping, flexibility, strength, technique, control, balance<br><br><u>Vocabulary</u><br>Core skills | <b>Handball</b><br><u>Core skills</u> - running, throwing, catching, attacking, defending<br><br><b>Dance (church hall)</b><br><u>Core skills</u> -, jumping, flexibility, strength, technique, control, balance<br><br><u>Vocabulary</u><br>Core skills | <b>Hockey</b><br><u>Core skills</u> - running, attacking, defending, technique, control<br><br><b>Circuits/creative activities</b><br><u>Core skills</u> - running, jumping, throwing, catching, flexibility, strength, technique, control, balance<br><br><u>Vocabulary</u><br>Core skills | <b>Dartmoor 3 Ball (rec field)</b><br><u>Core skills</u> - running, throwing, catching, technique,<br><br><b>Swimming (4&amp;6)/OAA</b><br><u>Core skills</u> - strength, technique, control<br><br><u>Vocabulary</u><br>Core skills                  | <b>Athletics (rec field/playground)</b><br><u>Core skills</u> - running, jumping, throwing, catching, flexibility, strength, technique, control, balance<br><br><b>Swimming (3/5) /OAA</b><br><u>Core skills</u> - strength, technique, control<br><br><u>Vocabulary</u><br>Core skills |
| RE<br>Devon and Torbay RE Syllabus<br><br>Y3 Units | 2a.1: CREATION/<br>FALL: What do Christians learn from the creation story?   | How do festivals and family life show what matters to Jewish people?   | 2a.2 PEOPLE OF GOD:<br>What is it like to follow God?  | How do festivals and worship show what matters to a Muslim?   | 2a.4 GOSPEL: What kind of world did Jesus want?   | How and why do religious and non-religious people try to make the world a better place?   |

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| Jigsaw (PSHE)<br>Vocab<br>identified on<br>weekly planning<br><br>Y4 Scheme of<br>work | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
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