

## Year 3 and Year 4 Curriculum cycle 2

Topic title	How and why is my local area changing? (G10)	Why do so many people in the world live in mega cities? (G9)	Story of the Trojan horse: historical fact, legend or classical myth (H17 and HA unit)		Earthquakes (G7)	Who are Britain’s national park for? (Local study G18)
Lead text	The explorer	Varjak Paw	Who let the God’s out?	Charlotte’s web	Kensuke’s Kingdom	The Fastest boy in the world
T4W	Character flaw T4W: The magic paintbrush Focus: Character Innovate: change of perspective	Wishing tale T4W: The king of the fishes Focus: Character Innovate: alteration	Myth T4W: King Midas and the golden touch Focus: Dilemma Innovate: substitution	Finding tale T4W: Ben and the stolen diamond Focus: setting Innovate: action	Journey/quest story T4W: Lila and the secret of rain Focus: setting Innovate: alteration	Conquer the monster T4W: Jack and the beanstalk Focus: character Innovate: point of view
Non – fiction	Writing to: Inform T4W: The Ridgeback	Writing to: Persuade T4W: The breath-taking Beaminster Fair (innovate to carol concert)	Writing to: Persuade about visiting a megacity covered in CC Bagdad. innovate to another city (Brazila), (invent on Beaminster)	Writing to: discuss T4W: Goblinology	Writing to: Inform  earth quakes (model text to have information/facts about earthquakes)	Writing to: Persuade T4W: Marvellous Mike’s traveling circus
SPaG Year 3	Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause  Use inverted commas to punctuate direct speech  Know when to use ‘a’ and ‘an’  Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke		Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play  Indicate possession by using the possessive apostrophe with plural nouns  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Use fronted adverbials Use commas after fronted adverbials  Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma	

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<b>SPaG Year 4</b>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Understand the difference between plural and possessive -s</p> <p>Proof-read for spelling and punctuation errors</p>		<p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>		<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>	
<b>Maths Year 3</b>	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>		<p>Multiplication and Division</p> <p>Length, perimeter and area</p> <p>Fractions</p> <p>Mass and capacity</p>		<p>Decimals</p> <p>Time</p> <p>Statistics</p> <p>Properties of shape</p>	
<b>Maths Year 4</b>	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>		<p>Multiplication and division</p> <p>Length, perimeter and area</p> <p>Fractions</p> <p>Decimals</p>		<p>Decimals</p> <p>Time</p> <p>Statistics</p> <p>Position and direction</p>	
<b>Science</b>	Forces and Magnets	Plants	Sound	Electricity	Habitats	
<b>Geography</b>	How and why is my local area changing? (G10)	Why do so many people in the world live in mega cities? (G9)	-	-	Earthquakes	Who are Britain's national park for?

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<b>RE</b>	Can the Buddha's teachings make the world a better place?	What is the trinity?	What do Christians learn from the creation story?	Why did Christians call the day Jesus died Good Friday?	When Jesus left, what was the impact of Pentecost?	
<b>History</b>	-	-	Story of the Trojan horse: historical fact, legend or classical myth		-	-
<b>Computing</b>	Online Safety Coding	Online Safety Spreadsheets	Writing for different audiences	Logo	Animation	Effective searching Hardware Instigators
<b>PSHCE</b>	Me and My Relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
<b>Music</b>	Mamma Mia	Stop!	Dorset Music Service	Dorset Music Service	Lean on Me	Blackbird
<b>PE</b>	Ball skills	Netball / Hockey	Tag rugby / Swimming	Dance / Swimming	Tennis / Yoga	Athletics / Cricket
<b>ART</b>	Storytelling through Drawing	-	Exploring Still Life	-	Festival Feasts	
<b>DT</b>	-	Bendy bags	-	Gears and pulleys	--	Dips and dippers
<b>French</b>	On our way to school, where is French spoken, on our travels, weather, numbers		Likes and dislikes, how much, adverts		Sporting lives, diary of activities, healthy eating Four friends	Meet the animals, animal sounds, animal habitats, animal descriptions