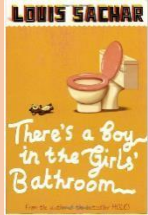


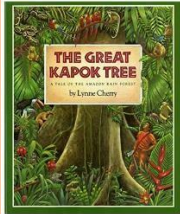
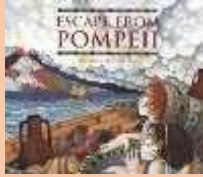


Maple, Woodlands, Chestnut (Years 3 and 4) - 2022/23

Cycle A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE	PSHE then Geography (History)		History	Geography	Geography	
Name	Identity	America (Native Americans as part of Geography)		Prehistoric History	Rainforests	On top of the world	
Question		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 Girl's 	Boy In The Bathroom 	Stone Age Boy 	Greta and The Giants 	Escape Pompeii 	From

Significant people		Benjiman Zephaniah Martin Luther King Jr Rosa Parks					
Enquiry Enhancer Art/DT		DT America Cooking and Nutrition -Understand and apply the principles of a healthy and varied diet.	DT America Explore the origins and development of sewing. -Make a pattern template.	Art <u>Gesturing</u> drawing with <u>charcoal</u> Making loose, gestural drawings with charcoal, and	Art <u>Making animated drawings</u> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.	DT On top of the World -Use research and develop design criteria to inform the design of innovative,	Art <u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to

		-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.	-Know how to pin, sew and stitch materials together to create a product. Make a native American needle pouch or slipper prototype.	exploring drama and performance.		functional appealing products that are fit for purpose. Make a volcano pencil pot.	make a painted and stitched piece.
Writing Genre		Poetry Autobiography/Biography: (word and text level sentences about themselves; link to Martin Luther King for Black History) Non chronological Report - Native Americans Narrative - Crow Moon (myth)		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		Diary Entry (Escape from Pompeii) Newspaper Report or a Travel Report on Pompeii Tourism	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	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
Working Scientifically (ongoing development):	Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;					

RE Visit a Mosque	Belonging and identity	Special foods	Islamic rites of passage Visit to a Mosque	Why is Easter important to Christians	Jewish celebrations
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PSHE/SMSC/SRE PSHE-Zippy	Identity 3 wk Feelings		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	Data logging	Programming - repetition in games

E-safety				
	<u>E Safety Curriculum Overview Cycle A - Taught during PSHE and Computing Lessons</u>			

<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent</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</p>	<p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p>	<p>I can explain what autocomplete is and how to choose the best suggestion.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some</p>
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	<p>themselves in different ways online</p> <p>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>be careful about who 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>to be careful before sharing anything personal.</p> <p>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 give examples of how bullying behaviour could appear online and how someone can get support.</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>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 activities have age restrictions, 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>
Music	Let your spirit fly	Glockenspeil	3 Little birds	The dragon song	Bringing us together	Reflect, Rewind and Replay
Violins - Woodlands and Maple Flutes - Chestnut						

P.E. Year 3	Fundamentals Y3/4 Fitness	Ball skills Y3/4 Yoga	Athletics Dance	Swimming Football	Swimming Cricket	Swimming Rounders
P.E. Year 4	Swimming Fitness	Swimming Ball skills Y3/4	Swimming Athletics	Football Basketbal	Yoga Cricket	Dance Rounders

French	Maple Yr 3	A New Start Getting to Know You Numbers Colours	Calendar and Celebrations Days of the week Months of the year Christmas	Epiphany celebrations Animals I like and don't like Animals around us	Carnival Colours and Playground Games Colours Playground games Easter celebrations	Breakfast, Fruit Nouns and A Hungry Giant Fruit and vegetables Hungry Giant	Going on a Picnic Foods for a picnic
	Woodlands and Chestnut Yr 3 & 4	Welcome to School Superlearners Welcome Asking someone's name/age Classroom objects	My local Area Your local area Commands, actions Shops, signs, directions	Family Tree Faces Epiphany time Family names Parts of my face	Celebrating Carnival Body Parts Carnival of animals Parts of the body Asking have you?	Feeling Unwell Jungle Animals I don't feel well Animal descriptions	Weather Ice creams Asking/answer ing simple weather phrases Asking for an ice cream flavour

Maple, Woodlands, Chestnut (Years 3 and 4) - 2023/24

Cycle B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE	PSHE then Geography		History	Geography	History	

Name	Identity	Urban Pioneers		Ancient Civilisations + Ancient Egyptians	Blue Abyss	Invaders!	
Question		What would you have in an ideal town?		What was the Ancient Egyptians greatest achievement?	Has everyone got clean water?	What did they do for England?	
Book		Local History As part of Urban Pioneers (Geography)		Egyptian Cinderella by Shirley Climo Secrets Of A Sun King by Emma Carroll  Carroll	Into The Blue by Nichola Davies The Song of The Dolphin Boy - Children's Novel 	How to Train Your Dragon Arthur and The Golden Rope 	
Significant people		Significant people of Manchester Sister Rosetta Thrope, Louise Decacadia	LS Lowry				Issac Newton Alexander Fleming
Enquiry Enhancer Art/DT		Art <u>Exploring Still life</u> Explore artists working with the genre of still life, contemporary and more	Art <u>Festival Feasts</u> How might we use food and art to bring us together?	DT Ancient Egyptians -Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.	Art <u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic	DT Invaders and Settlers -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	DT Blue Abyss -Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).

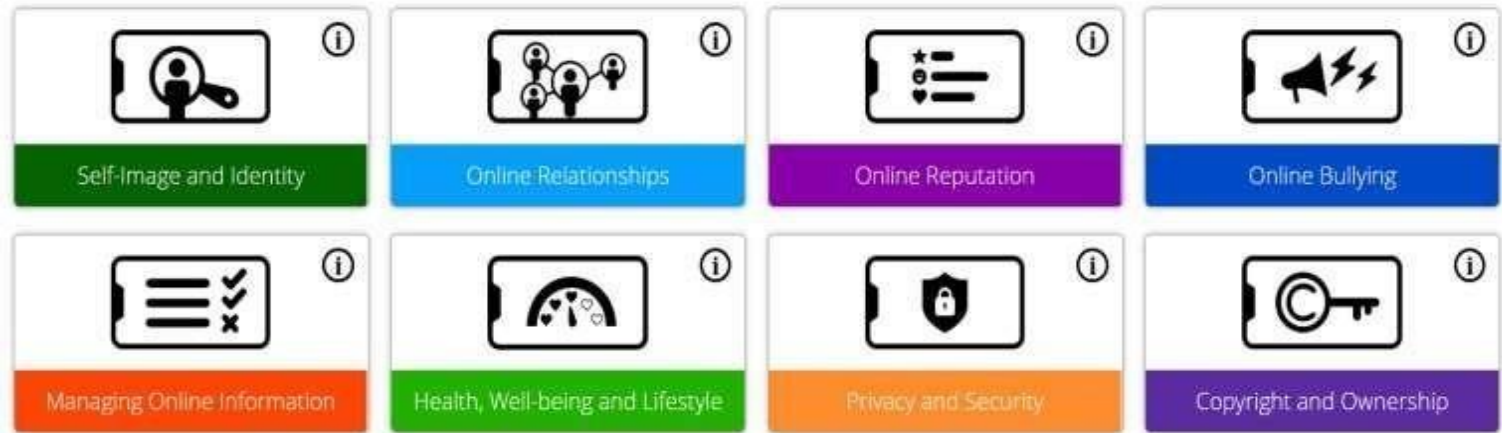
		traditional. Create your own					
		still life inspired art work.		Construct a working shaduf.	strips to retell poetry or prose through drawing.	Make a Viking longship.	Make a 3D poster or book.
Writing Genre		Poetry: kenning (about themselves) Information text/Persuasive writing: Poster about themselves; Informative leaflet about Oldham, Biography of Annie Kenney Information texts: fact file Explanation texts: digestive system		Ancient Egyptians: Narrative based on Egyptian Cinderella, Newspaper report of Howard Carter's discovery of Tutankhamun's tomb Biography: Link to R.E. Buddha Poetry: free verse shape poems Persuasive writing letter or the balanced argument about keeping animals in captivity.		Mythical adventure: opening and character description.	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Biology Living in environments	Biology Eating and digestion	Physics Light and shadow	Physics Changing sound	Physics Forces and magnets	Physics Great British scientists Newton's laws Newton colour and light Fleming's antibiotics
<i>Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;</i>						

RE Visit to a Church	People of faith	Christmas journeys	How and why do Hindus celebrate Divali?	Buddhist festivals	Sikh rites of passage	Hindu worship at home and in the mandir
PSHE/SMSC/SRE PSHE-Zippy	Identity 3 wk Conflict resolution		Change and loss		We cope	
'What do I want to do when I am older?' and 'Money'		What strengths, skills and interests do we have?		Being responsible with money		SRE
Staying safe	Keeping safe online	Keeping safe online	Keeping safe online	Keeping safe online My body	Keeping safe online	Keeping safe online

Computing	Stop frame animation	Audio editing	Sequence in music	Repetition in shapes	Connecting computers	The internet
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E-safety



E Safety Curriculum Overview Cycle B - Taught during PSHE and Computing Lessons

<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else,</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how</p>	<p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots)</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>
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		including my friends, and can suggest reasons why they might do this.	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. Supplement with Be Internet Legends: "Taking care of yourself and others"		others feel about them (their reputation).	and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	
Music	Hand, feet and heart	Ho Ho Ho!	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay	
P.E. Year 3	Fundamentals Y3/4 Fitness	Ball skills Y3/4 Yoga	Athletics Dance	Swimming Football	Swimming Cricket	Swimming Rounders	
P.E. Year 4	Swimming Fitness	Swimming Ball skills Y3/4	Swimming Athletics	Football Basketbal	Yoga Cricket	Dance Rounders	
French	Maple Yr 3	A New Start Getting to Know You Numbers Colours	Calendar and Celebrations Days of the week Months of the year Christmas	Epiphany celebrations Animals I like and don't like Animals around us	Carnival Colours and Playground Games Colours Playground games Easter celebrations	Breakfast, Fruit Nouns and A Hungry Giant Fruit and vegetables Hungry Giant	Going on a Picnic Foods for a picnic

<p>Woodlands and Chestnut Yr 3 & 4</p>	<p>A New Start Greetings Numbers 0-12 Classroom instructions</p>	<p>Calendar and Celebrations Numbers 0-31 Days, months Christmas</p>	<p>Epiphany Animal nouns Likes and dislikes</p>	<p>Carnival Colours and Playground Games Colours Commands Easter celebrations</p>	<p>Hungry Giant Breakfast foods Fruit and vegetables</p>	<p>Going on a Picnic Fruits Foods for a picnic</p>
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