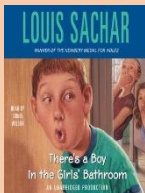
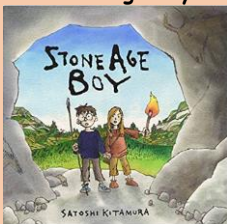


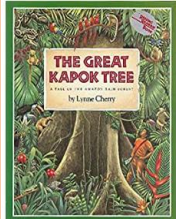
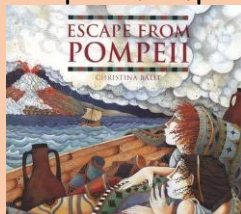
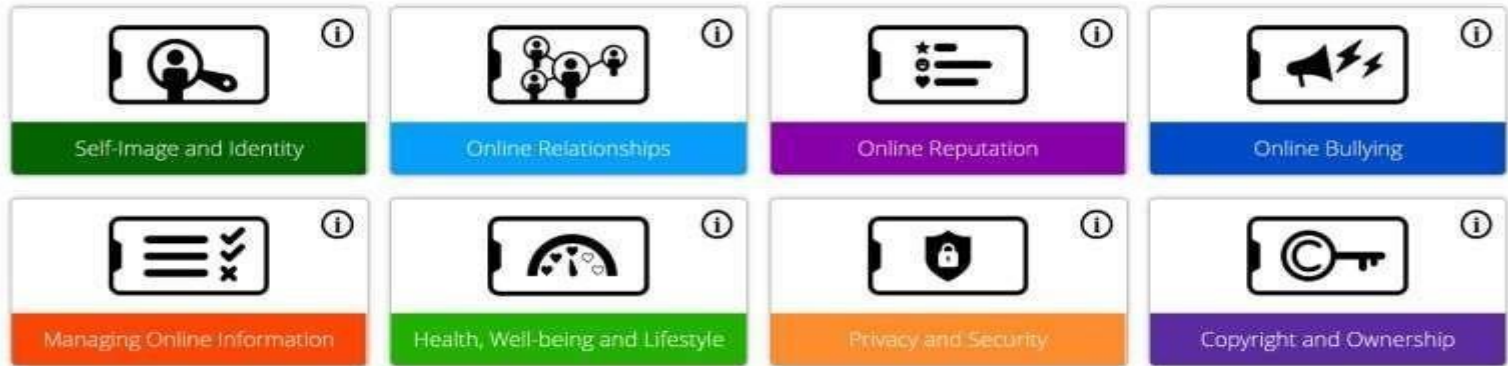


# Maple, Woodlands, Chestnut (years 3 and 4) - 2024/25

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   The Explorer 	The Explorer   The Great Kapok Tree 	Escape From Pompeii 	
Enquiry Enhancer Art/DT		<b>DT Food</b> 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	<b>DT MAKE A needle pouch and Native American moccasins.</b> 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.	<b>Art Gesturing drawing with charcoal.</b> Making loose gestural drawings and exploring drama and performance.	<b>Art The art of display.</b> Using a plinth to display their artwork, they explore human sculptures using clay and wire.	<b>DT Make a volcano pencil pot</b> 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.	<b>Art Art Cloth, Thread, Paint</b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.

		American inspired savoury dish.					
<b>Writing Genre</b>		<b>Fiction: Poetry writing.</b> Create our own poetry. <b>Reason</b> To entertain <b>Audience</b> Children our age <b>Features</b> Short sentences Set into verses Repetition <b>Tone</b> Informal  <b>Non-Fiction:</b> Autobiography <b>Reason:</b> To share the life of Rosa Parks and why she is a significant black person <b>Audience:</b> Anyone who is interested in learning all about Rosa Parks and why she is remembered. <b>Features:</b> Written in the past tense (was, did, had) Written in the third person (she, they) Openers that signal time (In those days, because of her) Proper nouns (names of people and places) <b>Tone:</b> Formal including facts.	<b>Fiction: Narrative writing ‘Crow Moon’</b> <b>Reason:</b> To write a descriptive narrative piece of writing on the Crow Moon <b>Audience:</b> People who are interested in descriptive narratives <b>Features:</b> Imagery (creating a picture) Descriptive language Metaphors Personification Similes <b>Tone:</b> Informal and descriptive  <b>Non-Fiction:</b> Non chronological Report on Native Americans <b>Reason:</b> To describe who the Native Americans were and how they lived. <b>Audience:</b> Mrs. Jones as she is interested in History <b>Features:</b> Subject specific vocabulary Fronted Adverbials Commas for lists Commas after fronted adverbials <b>Tone</b> Factual and informative	<b>Fiction: Narrative writing ‘Stone Age Boy’</b> <b>Reason:</b> To compare differences in characters from different timelines. <b>Audience:</b> Children in KS1, to show how people looked and acted in the Stone Age. <b>Features:</b> Imagery (creating a picture in the reader’s mind) Descriptive vocabulary Metaphors / Similes Conjunctions (subordinating and/or coordinating) Fronted adverbials Include speech – inverted commas, new line for each person speaking. <b>Tone:</b> Informal and entertaining  <b>Non-Fiction: Instructions</b> <b>Reason:</b> To explain how to wash your woolly mammoth <b>Audience:</b> Year 2 children <b>Features:</b> Imperative (bossy) verbs Time adverbials (first, second, next, then, after that, finally) Command sentences Commas in a list <b>Tone:</b> Fun and informative to share how we would wash a woolly mammoth	<b>Non Fiction letter writing</b> Thank you to the rainforests.  <b>Non Fiction letter writing</b> Persuading the Brazilian Government to stop destroying rainforests.	<b>Fiction: Setting description.</b> A setting description of Pompei before and after the eruption.  <b>Fiction: Diary writing using ‘Escape from Pompeii’ as a stimulus</b> Diary entry of someone who lived during the volcanic eruption in Pompei.  <b>Non Fiction: Information leaflet</b> Leaflet for a tourist thinking of going to Pompei.	
<b>Science</b> <i>Working Scientifically (ongoing development):</i>		<b>Biology</b>	<b>Physics</b>	<b>What do Scientists do?</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
		<b>Health and Movement</b>	<b>Circuits and Conductors</b>		<b>How plants grow</b>	<b>States of Matter</b>	<b>Rocks, Fossils and Soils</b>
		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.					

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							
E Safety							
		<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online Supplement with Be Internet Legends lesson "Who's</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</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.</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</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'.</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</p>

		<p>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>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>Supplement with Be Internet Legends Lesson</p> <p>"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>	support.	<p>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>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		Wider Opportunities					

		<b>Maple and Woodlands learn how to play the violin</b> <b>Chestnut learn how to play the flute.</b>		
<b>French</b> <b>Maple Y3</b>		<b>Getting Started in French</b> Greetings Numbers France and the UK	<b>Discovering Paris</b> Numbers Paris landmarks	<b>Introducing Myself</b> Introducing myself Countries and capital cities
<b>French</b> <b>Chestnut and</b> <b>Woodlands Y4</b>		<b>Animals and Colours</b> Animals Colours Questions	<b>Animals and Habitats</b> Animals and their habitats Masculine and feminine nouns	<b>My Favourite Animals</b> Likes and dislikes Homes and gardens French alphabet