

**Autumn 1: Extreme Earth.** Texts may include – Escape from Pompeii by C Balit & Journey of a Pebble

| Computing  | Science   | History/<br>Geography  | RE  | Art/ DT  | P.E / Music  | Suggested curriculum<br>enhancement |
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| <p><b>Office365 (KS2)</b><br/>Access Office365 using email address and password, Navigate to SharePoint Y3/4 team site, Create personal folder in shared space, Upload a document, Download a document, Access from location away from school, Add appropriate contributions to Newsfeed, Develop layout and presentation of page for audience, Revise and discuss reporting procedures in school, Begin to store all documents in this space, Create personal/group blog on 365</p> | <p><b>Rocks</b><br/>Compare and group rocks based on their appearance and physical properties, giving a reason.<br/>Describe how fossils are formed.<br/>Describe how soil is made.<br/>Describe and explain the difference between sedimentary and igneous rock.</p> | <p><b>Extreme Earth Geography</b><br/>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br/>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/>Study and discuss cross-sectional diagrams of the Earth</p> | <p><b>Judaism</b><br/>Why is Moses so important to Jews, Muslims and Christians?<br/>What is the holy book of Judaism? What is Bar Mitzvah and Bat Mitzvah?</p> | <p><b>Art</b><br/>Drawing using colour, pattern, shading and space to create the illusion of 3D<br/>Tornadoes. Experiment with different tones using graded pencils. Lighten and darken tones using black and white.</p> <p><b>DT</b><br/>Design, Make &amp; Evaluate volcanoes. Generate, develop, model volcanoes through discussions, prototypes and planning. Select and use a wider range of tools and equipment appropriate for creating Volcanoes. Evaluate their ideas and products against their own and other’s work in order to improve their product.<br/>Art: Develop use of papier- mâché.</p> | <p><b>Games</b><br/>Throw and catch with control.<br/>Be aware of space and use it to support team-mates and to cause problems for the opposition.<br/>Know and use rules fairly.</p> <p><b>Music</b><br/>Unit: Glockenspiel Stage 1<br/>Style: Learning basic instrumental skills by playing tunes in varying styles<br/>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> | <p>Visit to Magna</p>               |

**Autumn 2: Ancient Greece.** Texts may include – Greek Myths and Legends by A Claybourne

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|---|---|--|--|--|---|-------------------------------------|
| <p><b>Data Retrieving. Organising &amp; Presentation PowerPoint®</b><br/>Access and open PowerPoint, Add text to slides, Add images to slides, Create new slides, Create Master slide considering colour contrast, Open and save work in personal and shared folders, Insert multi-media files through PowerPoint, Create suitable animations, Use triggers &amp; timings, Add a navigational page, Use hyperlinks to link to slides, Use hyperlinks to link to external sites, Consider slide layout and clarity for audience, Present to class without reading directly from slides</p> | <p><b>Plants</b><br/>Describe the function of different part of flowering plants and trees.<br/>Explore and describe the needs of different plants for survival.<br/>Explore and describe how water is transported within plants.<br/>Describe the plant life cycle, especially the importance of flowers.<br/>Discuss the importance of plants and seasonal plants – follow on to explore seasonal fruit and vegetables.</p> | <p><b>Greece Geography</b><br/>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br/><b>History</b><br/>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> | <p><b>Christianity Beliefs and questions:</b><br/>What difference does it make to be a Christian?<br/>How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives?</p> | <p><b>Art</b><br/>Create a collage of Icarus using fabric, paper and card.<br/><br/>Colour posters drawing words using Greek lettering<br/><br/>Design, draw and paint a Greek pot. Explore complementary and opposing colours in creating patterns.<br/><br/>Create prints for repeating patterns using simple block shapes formed by children.<br/><br/>Christmas sewing. Sew simple stiches using a variety of threads and wool.<br/><b>DT</b><br/>Cooking &amp; nutrition – food tasting.<br/>Understand what a varied diet is. Prepare and make a savoury dish derived from Greece. Understand where their food has</p> | <p><b>Dance</b><br/>Improvise freely and translate ideas from a stimulus into movement.<br/>Share and create phrases with a partner and small group.<br/>Repeat, remember and perform phrases.<br/><br/><b>Music</b><br/>Unit: Glockenspiel Stage 2<br/>Style: Learning basic instrumental skills by playing tunes in varying styles<br/>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> | <p>Artefacts</p>                    |

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|  |  |  |  | come from and how the ingredients were grown. Design, Make & Evaluate a Greek pot using clay. Art: Develop confidence working with clay adding greater detail and texture. Add colour once clay is dried. Investigate ways of joining clay - scratch and slip. |  |  |
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**Spring 1: Dragonology.** Texts may include - The Egg & The Dragon Snatcher by M.P Robertson, Dragonology by D Steer & How to Train Your Dragon by C Cowell

| Computing  | Science  | History/<br>Geography   | RE   | Art/ DT  | P.E / Music   | Suggested curriculum<br>enhancement |
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| <p><b>Computing Development &amp; Hardware (KS2)</b><br/>Place modern computing within a historical context, Create timeline of computing development, Learn about important internal computer components, Explore physical parts of a laptops, Identify purpose of key components in laptop/PC, Explore external and internal components of devices, Design own digital device including key components</p> | <p><b>Animals, including humans.</b><br/>Explain the importance of a nutritious, balanced diet.<br/>Explain how nutrients, water and oxygen are transported within animals and humans.<br/>Describe and explain the skeletal system of a human.<br/>Describe and explain the muscular system of a human.<br/>Describe the purpose of the skeleton in humans and animals.</p> | <p><b>Dragonology</b><br/>Geography<br/>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br/>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> | <p><b>Worship and sacred places:</b><br/>Where, how and why do people worship?<br/>Investigating places of worship in Nottinghamshire.</p> | <p><b>Art/DT</b><br/>Design, Make, Paint &amp; Evaluate a dragon eye using clay. Art: Develop confidence working with clay adding greater detail and texture. Add colour once clay is dried. Investigate ways of joining clay - scratch and slip.<br/><br/>Paper plate dragons and the paper crafting (dragons, masks, fortune teller). Experiment with a wider range of materials. Create prototypes of dragon masks and fortune tellers out of paper before comparing and constructing a final design. Design using research to inform the design of an innovative, functional and appealing paper dragon and paper mask. Use a range of tools and materials appropriate to the task. Evaluate their own</p> | <p><b>Gymnastics</b><br/>Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness affect performance. Compare and contrast gymnastic sequences.<br/><br/><b>Music</b><br/>Unit: The Dragon Song<br/>Style: A little bit funky and music from around the world.<br/>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination</p> |                                     |

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|  |  |  |  | plates and masks against their own success criteria and compare and evaluate their final design with peers. |  |  |
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**Spring 2: The Stone Age.** Texts may include - The Stone Aged Boy by S Kitamura

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| <p><b>Algorithms and Programs - Control Technology</b> Lego WeDo 2</p> <p>Explore WeDo2 &amp; understand the purpose of main components. Complete Milo introduction project. Work collaboratively in small groups. Rotate tasks between people in the group. Discuss and explore Real-life Science and Engineering. Provide ideas for solutions to real-life problems. Follow instructions and build Guided Projects. Code prototypes to meet solutions. Share projects and explain them to a wider group. Record progress and project documentation. Devise and code working prototype</p> | <p><b>Light</b></p> <p>Describe what dark is (absence of light). Explain that light is needed in order to see. Explain that light is reflected from a surface. Explain and demonstrate how a shadow is formed. Explore shadow size and explain. Explain the danger of direct sunlight and describe how to keep protected.</p> | <p><b>Stone Age History</b></p> <p>Develop increasingly secure chronological knowledge and understanding of British history. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Describe and begin to make links between main events, situations and changes within and</p> | <p><b>What does worship mean?</b></p> <p>What are the significant symbols in 3 religions and what part do they play in worship for Hinduism, Sikhism and Christianity.</p> | <p><b>Art</b></p> <p>Cave painting using charcoal</p> <p>Symbol painting on to rocks/stones. Explore complementary and opposing colours in creating patterns</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades and create a Watercolour painting of Stonehenge</p> <p><b>DT</b></p> <p>Create a Stonehenge model through research and develop a design criteria. Generate, develop, model and communicate their ideas through annotated sketches and prototypes. Use a range of tools and materials appropriate to the task. Evaluate their final pieces and how they could improve this in the future.</p> | <p><b>Games</b></p> <p>Throw and catch with control. Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly.</p> <p><b>Music</b></p> <p>Unit: Three Little Birds<br/>Style: Reggae<br/>Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p> | <p>Visit to Creswell Crags<br/>Stonehenge creative homework.</p> |

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|  |  | across different periods and societies.<br>Identify and begin to describe historically significant people and events in situations. |  | Discuss the materials used when creating cave paintings. Discuss the use of a wider range of materials they may not normally use.<br>Discuss which materials would be best. |  |  |
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**Summer 1: The Mediterranean.** Texts may include - City trails: Barcelona by Lonely Planet Kids, National Geographic Walking Rome by Katie Parla

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|---|--|--|--|--|---|--|
| <p><b>Algorithms and Programs - Control Technology</b> Lego WeDo 2</p> <p>Explore WeDo2 &amp; understand the purpose of main components. Complete Milo introduction project. Work collaboratively in small groups. Rotate tasks between people in the group. Discuss and explore Real-life Science and Engineering. Provide ideas for solutions to real-life problems. Follow instructions and build Guided Projects. Code prototypes to meet solutions. Share projects and explain them to a wider group. Record progress and project documentation. Devise and code working prototype</p> | <p><b>Working scientifically</b></p> <p>Ask relevant scientific questions. Use observations and knowledge to answer scientific questions. Set up a simple enquiry to explore a scientific question. Set up a test and explain why it is fair. Make careful and accurate observations, including the use of standard units. Use equipment, including thermometers and data loggers to make measurements. Gather, record, classify and present data in different ways to answer scientific questions. Use diagrams, keys, bar charts and tables; using scientific language. Use findings to report in different ways, including oral and written explanations, presentation. Identify differences, similarities or changes related to simple</p> | <p><b>The Mediterranean Geography</b></p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region or area of the UK and a region or area of a European country.</p> | <p><b>Sikhism and commitment</b></p> <p>How did the Sikh faith begin? Why is it so important to be generous? Where do Sikhs worship?</p> | <p><b>Art</b></p> <p>To learn about a great artist including Da Vinci &amp; Michelangelo. Work on a range of surfaces including upside down artwork.</p> <p>Study Gaudi architecture</p> <p><b>DT</b></p> <p>Food tasting – Bolognese. Understand what a varied diet is. Prepare, make and cook a savoury dish derived from Italy (Bologna). Understand where their food has come from and how the ingredients were grown, reared, caught and processed.</p> | <p><b>Games</b></p> <p><b>Outdoor and adventurous</b></p> <p>Follow a map in a familiar context. Use clues to follow a route. Follow a route safely.</p> <p><b>Music</b></p> <p>Unit: Bringing Us Together</p> <p>Style: Disco</p> <p>Topic and cross curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> | <p>Nottinghamshire County Council educational services</p> |



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|  | scientific ideas and processes.<br>Draw conclusions and suggest improvements. |  |  |  |  |  |
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**Summer 2: The Vikings.** Texts may include - The Littlest Viking by Sandi Toksvig, The saga of Erik the Viking by Terry Jones, Odd and the Frost Giants by Neil Gaiman, Viking Boy by Tony Bradman, Arthur and the Golden rope by Joe Todd-Stanton, There’s a Viking in my bed by Jeremy Strong.

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| <p><b>Databases</b><br/>Understand different ways to search a database, Search a database in order to answer questions, Design an Avatar for a class database, Successfully enter information into a class database, Create a database on a chosen topic, Add records to their database, Know what a database field is, Add field information, Word questions to warrant effective search results</p> | <p><b>Forces and magnets</b><br/>Explore and describe how objects move on different surfaces. Explain how some forces require contact and some do not, giving examples. Explore and explain how objects attract and repel in relation to objects and other magnets. Predict whether objects will be magnetic and carry out an enquiry to test this out. Describe how magnets work. Predict whether magnets will attract or repel and give a reason.</p> | <p><b>Vikings Geography</b><br/>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>History</b><br/>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Note connections, contrasts and trends</p> | <p><b>Pilgrimage Symbols and religious expression:</b><br/>How do people express their religious and spiritual ideas on pilgrimages?</p> | <p><b>Art</b><br/>Printing runes – use simple and block printing. Create low relief prints with string on the cardboard and form repeated patterns. Create a clay portrait of a Viking warrior – develop confidence when working with clay, adding greater detail and texture. Draw and use a variety of tools. Painting a Viking boat on the sea.</p> <p><b>DT</b><br/>Design, Make &amp; Evaluate a longboat, shield &amp; Helmet<br/>Generate, develop model and communicate their ideas through discussion, annotated sketches. Design and prototype of a long boat. Make – select from a wider range of materials.</p> | <p><b>PE</b><br/><b>Athletics</b><br/>Run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do.</p> <p><b>Music</b><br/>Unit: Reflect, Rewind and Replay<br/>Style: Western Classical Music and your choice from Year 3<br/>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music</p> | <p>Jorvik Viking Centre/Mount Cook Matlock</p> <p>Junk Modelling</p> |

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|  |  | <p>over time and develop the appropriate use of historical terms.<br/>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Lessons:<br/>Understand where Vikings came from?<br/>Understand how and why the Vikings invaded Britain.<br/>Learn more about Viking longboats and ships.<br/>Understand how some Kings dealt with the Viking invaders.<br/>Understand how Vikings lived and worked.<br/>Understand what happened during the Viking invasion and know what the Viking warriors looked like.<br/>Identify and describe Viking artefacts.<br/>Know some Viking Gods and what they represent.<br/>Learn about the life and death of Edward the Confessor.</p> |  | <p>Evaluate – their ideas and products and consider the views of others.</p> |  |  |
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