

Year A	Autumn	Spring	Summer
	Year 3/4	Year 3/4	Year 3/4
Topic Title	We will rock you (Science & History base) 121012	Light it up (Science, Art, DT base)	We are inspirational Alf Wight (Thirsk), Steve Backshall (living things and habitats), David Attenbrough (plants), famous explorer eg. Amelia Earhart (locations and place) (Science & Geography)
Stunning Start Marvellous Middle		Literacy Shed Lighthouse	Visit World of James Herriot and /or Thirsk Museum
Key text	Novel: Stig of the Dump Topic Text: Escape from Pompeii	Novel: Charlotte's Web Topic Text: The Lighthouse keeper picture book series	Novel: The Sheep Pig, Dick King Smith Topic Text: Little People, Big Dreams: Amelia Earhart (biography for children)
Art & Design	Stone Age art <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	Impressionist Art (painting in the style of...) <i>To create sketch books to record their observations and use them to review and revisit ideas</i>	Sketching features of Thirsk Observational drawings of plants Paint in the style of 'Surprise' by Rousseau <i>About great artists, architects and designers in history.</i>
Computing	Online Safety 3 : Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying. Internet and Research and Communication 3 : Use search technologies effectively and be discerning in evaluating digital content. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration, by investigating ways of communicating with others online.	Drawing and Desktop Publishing 3 : Select, use and combine a variety of software (including internet services) to design and create a range of content, including collecting, analysing, evaluating and presenting data and information. Programming Turtle Logo and Scratch 3 : Design, write and debug programs that accomplish specific goals, including simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Detect and correct errors in algorithms and programs.	Presentation Skills 3 : Present data and information effectively to create a branching story using presentation software. Using and Applying 3 : Use and combine appropriate software to design, create and present an electronic presentation.

Design & Technology	<p>Create a papier mache Volcano (bicarb and vinegar experiment)</p> <p><i>*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>	<p>Make a lighthouse incorporating electrical circuit</p> <p><i>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p>	
Geography	<p>Locational geography, identify locations of volcanoes.</p> <p><i>*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.</i></p> <p><i>*Describe and understand key aspects of:</i></p> <ul style="list-style-type: none"> ○ <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> ○ <i>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</i> <p><i>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	<p>Coastal Britain</p> <p><i>*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.</i></p>	<p>Key topological features</p> <p>Locational knowledge</p> <p>Place knowledge</p> <p>Local study</p> <p><i>*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.</i></p> <p><i>* 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.</i></p> <p><i>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>

			<i>*Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>
History	<p>Stone Age and Iron Age Britain Study life and achievements of Mary Anning</p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p>		<p>Local study</p> <p><i>A Local history study: a depth study linked to one of the British areas of study (Thirsk).</i></p>
Music	<p>Rock music! X factor inspired concert of rock music. 'We will rock you' music with Stone Age lyrics.</p> <p><i>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>*Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>		<p>Beethoven vs Beatles – inspirational musicians</p> <p><i>*Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>*Develop an understanding of the history of music.</i></p>
PE	<p>Year 3: Dance and Yoga Year 4: Dance and Yoga</p> <p><i>*Develop flexibility, strength, technique, control and balance.</i></p> <p><i>*Perform dances using a range of movement patterns.</i></p> <p><i>*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>Year 3: Gymnastics and Hockey Year 4: Gymnastics and Hockey</p> <p><i>*Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>*Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> <p><i>*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>Year 3: Cricket or Rounders and Athletics Year 4: Cricket or Rounders and Athletics</p> <p><i>*Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p><i>*Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>*Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> <p><i>*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>
French	<p>Unit 1 – Moi Unit 7 – Les monstres</p> <p><i>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</i></p> <p>See North Yorkshire Curriculum Guidance.</p>	<p>Unit 2 – Les couleurs Unit 8 - Le calendrier des fêtes</p> <p><i>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</i></p> <p>See North Yorkshire Curriculum Guidance.</p>	<p>Unit 3 – La jungle Unit 9 – Les animaux</p> <p><i>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</i></p> <p>See North Yorkshire Curriculum Guidance.</p>

PSHCE	Keeping safe and managing risk Bullying – see it, say it, stop it Drug, alcohol and tobacco education Tobacco is a drug	Mental health and emotional wellbeing Strengths and challenges Identity, society and equality Celebrating difference	Careers, financial capability and economic wellbeing Saving, spending and budgeting Physical health and wellbeing What helps me choose?
RE	L2.7 What does it mean to be a Christian in Britain today?	L2.1 What do different people believe about God? (Christian focus and either or both Hindus and Muslims) L2.5 Why are festivals important to religious communities? (Easter focus – possibly an RE week).	L2.4 Why do people pray? L2.2 Why is the Bible so important for Christians today?
Science	<i>Fossils and rocks.</i>	<i>Light and electricity</i> <i>Habitats (coastal)</i>	<i>Living things and habitats</i> <i>Plants</i>
Fabulous Finish	X Factor rock concert	Art gallery	
Spacing and Interweaving opportunities			
Curriculum objectives covered in purple Key activities in blue			

Year B	Autumn	Spring	Summer
	Year 3/4	Year 3/4	Year 3/4
Topic Title	Burps Bottoms and Bile (Incorporating Scrumdidlyumptious)	Invaders	Super Science
Stunning Start Marvellous Middle	Disclosing tablets to test teeth cleanliness experiment	Trip to Roman supply fort of Arbeia (Pupils to be encouraged to visit York's Viking Festival held every February half term.)	Possibly fund raise for class set of white lab coats and goggles.
Key text	Novel: Demon Dentist, David Walliams Topic Text: The Akimbo Adventures, A McCall Smith	Novel: Fantastic Mr Fox Topic Text: Roman Mystery Series; Caroline Lawrence 'The assassins of Rome'	Novel: The Iron Man Topic Text:
Art & Design	Fabric painting digestive system on T shirts Create clay or salt dough balanced meal <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	Viking helmets from papier mache Mosaics <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	Stand alone artists Kandinski, <i>About great artists, architects and designers in history</i>
Computing	Online Safety 4 : Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of thinking about how online messages can be hurtful. Programming Turtle Logo 4 : Design, write and debug programs that accomplish specific goals, including simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs in the context of using Turtle Logo to create and debug a procedure.	Scratch Questions and Answers 4 : Create content that accomplish given goals and solve problems by decomposing them into smaller parts by analysing the difference between paper and online quizzes. Write and debug programs that accomplish specific goals by creating a quiz question. Word Processing 4 : Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals, specifically creating a poster for a purpose.	Animation 4 : Analyse, evaluate and present data and information in the context of understanding the history of animation. Use a variety of software to design and create content that accomplish given goals. Using and Applying 4 : Children choose from a variety of software to design and create a new cartoon character, adding a story or description along with other elements before deciding how to present their work.

Design & Technology	<p>Origin of foods Venn diagram, Lunch box plan</p> <p><i>*Understand and apply the principles of a healthy and varied diet</i></p> <p><i>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p>	<p>Design a weapon for battle</p> <p><i>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>*Investigate and analyse a range of existing products</i></p> <p><i>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>	<p>Design an object to protect ears from loud sounds. Design a magnets game</p> <p><i>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>*Investigate and analyse a range of existing products</i></p> <p><i>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>
Geography	<p>Mapping journey of a banana and plot food origins, examining food miles.</p> <p><i>*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</i></p> <p><i>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	<p>Basic map work to see where the invaders came from and why.</p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i></p> <p><i>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	
History	<p>Research life of James Lind</p>	<p>Romans, Anglo Saxons/ Scots, Vikings</p> <p><i>*The Roman Empire and its impact on Britain</i></p> <p><i>*Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>*The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	

Music		<p>Compose a soundscape, music to go into battle with. Wagners Ride of the Valkyries as inspiration</p> <p><i>*Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p>Refer to Playlist planning – comparing different genres of music, composing pieces.</p> <p><i>*Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>*Develop an understanding of the history of music.</i></p>
PE	<p>Year 3: Dance and Yoga Year 4: Dance and Yoga</p> <p><i>*Develop flexibility, strength, technique, control and balance.</i></p> <p><i>*Perform dances using a range of movement patterns.</i></p> <p><i>*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>Year 3: Gymnastics and Hockey Year 4: Gymnastics and Hockey</p> <p><i>*Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>*Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> <p><i>*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>Year 3: Cricket or Rounders and Athletics Year 4: Cricket or Rounders and Athletics</p> <p><i>*Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p><i>*Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>*Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> <p><i>*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>
French	<p>Unit 4 – Tutti frutti Unit 10 – Au marché</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>See North Yorkshire Curriculum Guidance.</p>	<p>Unit 5 – Vive le sport Unit 11 – Je suis le musician</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>See North Yorkshire Curriculum Guidance.</p>	<p>Unit 6 - La météo Unit 12 - À la mode</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>See North Yorkshire Curriculum Guidance.</p>
PSHCE	<p>Identity, society and equality</p> <p>Democracy</p> <p>Drug, alcohol and tobacco education</p> <p>Making choices</p>	<p>Physical health and wellbeing</p> <p>What is important to me?</p> <p>Keeping safe and managing risk</p>	<p>Sex and relationship education</p> <p>Growing up and changing</p>

		Playing safe	
RE	L2.7 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong? L2.3 Why is Jesus aspiring to some people	L2.5 Why are festivals important to religious communities? (Eid focus – possibly an RE week). L2.6 Why do some people believe that life is like a journey and what significant experiences mark this?
Science	<i>Digestion</i> <i>Animals, including humans</i>		<i>Sound</i> <i>Forces and magnets</i> <i>Solids, liquids, gases</i>
Fabulous Finish	Gross experiment reproducing how the digestive system works (Parent lesson)	Dress up WOW Day	Put on a Science Fair for the rest of the school to visit (groups to display their experiment for others to visit)
Spacing and Interweaving opportunities			
Curriculum objectives covered in purple Key activities in blue			