



### Unit 3 – Y3 & 4 Curriculum Cycle B

Term Driver	Autumn 1 Shakespeare	Autumn 2 Santa's Workshop	Spring 1 International	Spring 2 International	Summer 1 Time Machine	Summer 2 Mad Scientist
Week	6 ½ weeks	8 weeks	6 ½ weeks	6 ½ weeks	7 weeks	6 ½ weeks
Genre	Grammar and sentences The Tempest	Instructions Poems	Traditional Stories Brothers Grimm	Letters Non-chronological reports	Newspapers Play scripts	Dr Jekyll and Hyde Science report writing
Grammar Focus	Noun, Verbs Adjectives, Adverbs Handwriting Prefixes and suffixes Expanded noun phrases Tenses (Simple) Pronouns	Fronted adverbials Sub conjunctions A/an/Determiners Pronouns Determiners Headings/Subheadings Prepositions	A/an Sub clauses Possessive apostrophes Paragraphs Time and cause Create settings, characters and plots Direct speech	Headings/Subheadings Paragraphs Present perfect Plural possessive apostrophe	Time and cause Create settings, characters and plots Direct speech Paragraphs	Greatest needs
Maths	Place Value Addition and Subtraction	Multiplication and Division	Fractions and Decimals	Time Measurement	Measurement Geometry	Statistics



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Science	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Forces and Magnets</b></p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p>Famous Scientist – Faraday/ Henry</p>	<p><b>Plants</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</p> <ul style="list-style-type: none"> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><b>All Living Things</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in different ways</li> <li>• identify and name a variety of living things (plants &amp; animals) in the local and wider environment, using classification keys to assign them to groups</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p>Famous Scientist – Darwin</p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul> <p>Regular people who discovered fossils</p>	<p><b>Animals. Including Humans</b></p> <p>(Y3) • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> <li>• identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul> <p>(Y4) • describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p>David Attenborough</p>
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Learning Challenge	History (Tudors)	DT and Art Music	Geography	DT	History (Timelines)	Science
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