

YEAR 3/4 CURRICULUM PLAN



The intention of our curriculum at Ivegill CE Primary school is:

- To develop the children as learners; to be able to keep going with their learning even when it's difficult Endurance
- To develop a trusting learning environment where children can enjoy being their best selves Trust
- To improve relationships and gel each class so there is a sense of being part of a team Community

	Autumn	Spring	Summer
A 2022/23	Geographical field work Study five Monarchs from 1066 Living things and their habitats (Biology) Light	The Water Cycle Study five Monarchs from 1066 (Continued) States of Matter (Physics)	What would I experience on an expedition through the rainforest? (South America) Electricity (Physics) Animals including humans (Biology)
B 2023/24	How did Britain change during the Stone Age to the Iron Age? (Stone/Bronze/Iron Age) UK Locational Study Rocks (Physics)	Environmental regions and map skills Sound(Physics) Plants (Biology)	How have our lives been shaped by the Ancient Egypt? Fieldwork OS Maps Human and Physical Forces & Magnets (Physics)
C 2024/25	Britain's Settlement by Anglo-Saxons and Scots; Viking and Anglo-Saxon struggle for the kingdom of England Geographical field work Living things and their habitats (Biology) Light	The Water Cycle States of Matter (Physics)	Mayan civilization contrasted with Anglo-Saxons and Vikings What would I experience on an expedition through the rainforest? (South America) Electricity (Physics) Animals including humans (Biology)
D 2025/26	UK Locational Study Rocks (Physics)	Roman Empire and its impact on Britain Environmental regions and map skills Sound(Physics) Plants (Biology)	How was Carlisle shaped during the Victorian period Fieldwork OS Maps Human and Physical Forces & Magnets (Physics)

WORKING SCIENTIFICALLY National Curriculum Expectations Year 3/4	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
•asking relevant questions and using different types of scientific enquiries to answer them						
•setting up simple practical enquiries, comparative and fair tests						
•making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers						
•gathering, recording, classifying and presenting data in a variety of ways to help in answering questions						
•recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables						
•reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions						
•using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions						
•identifying differences, similarities or changes related to simple scientific ideas and processes						
•using straightforward scientific evidence to answer questions or to support their findings						

SCIENCE National Curriculum Expectations Year3/4	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Plants</p> <ul style="list-style-type: none"> •identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers •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 •investigate the way in which water is transported within plants •explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 						
<p>Animals including humans</p> <ul style="list-style-type: none"> •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 •identify that humans and some other animals have skeletons and muscles for support, protection and movement Year4 •describe the simple functions of the basic parts of the digestive system in humans •identify the different types of teeth in humans and their simple functions •construct and interpret a variety of food chains, identifying producers, predators and prey 						
<p>Living things and their habitats (Yr4)</p> <ul style="list-style-type: none"> •recognise that living things can be grouped in a variety of ways •explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment •recognise that environments can change and that this can sometimes pose dangers to living things 						

<p>States of Matter(Yr4)</p> <ul style="list-style-type: none"> •compare and group materials together, according to whether they are solids, liquids or gases •observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 						
<p>Rocks</p> <ul style="list-style-type: none"> •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter 						
<p>Light</p> <ul style="list-style-type: none"> •recognise that they need light in order to see things and that dark is the absence of light •notice that light is reflected from surfaces •recognise that light from the sun can be dangerous and that there are ways to protect their eyes •recognise that shadows are formed when the light from a light source is blocked by an opaque object •find patterns in the way that the size of shadows change 						
<p>Sound (Yr4)</p> <ul style="list-style-type: none"> •identify how sounds are made, associating some of them with something vibrating •recognise that vibrations from sounds travel through a medium to the ear •find patterns between the pitch of a sound and features of the object that produced it •find patterns between the volume of a sound and the strength of the vibrations that produced it •recognise that sounds get fainter as the distance from the sound source increases 						

<p>Forces and Magnets</p> <ul style="list-style-type: none"> •compare how things move on different surfaces •notice that some forces need contact between 2 objects, but magnetic forces can act at a distance •observe how magnets attract or repel each other and attract some materials and not others •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 •describe magnets as having 2 poles •predict whether 2 magnets will attract or repel each other, depending on which poles are facing 						
<p>Electricity (Yr4)</p> <ul style="list-style-type: none"> •identify common appliances that run on electricity •construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers •identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery •recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit •recognise some common conductors and insulators, and associate metals with being good conductors 						

GEOGRAPHY National Curriculum Expectations KS2	Year A 2022/23			Year B 2023/24			Year C 2024/25			Year 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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 	CP			CP			CP			CP		
<ul style="list-style-type: none"> 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 		CP						CP			CP	
<ul style="list-style-type: none"> 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) 					CP					CP		

<p>Place Knowledge</p> <ul style="list-style-type: none"> • 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 in North or South America 												
<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 												
<ul style="list-style-type: none"> • describe and understand key aspects of physical geography 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>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 												

<ul style="list-style-type: none"> •use the 8 points of a compass, 4- and 6-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 					CP		CP					
<ul style="list-style-type: none"> •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 												

HISTORY National Curriculum Expectations KS2	Year A 2022/23			Year B 2023/24			Year C 2024/25			Year D 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age												
The Roman Empire and its impact on Britain												
Britain's settlement by Anglo-Saxons and Scots												
The Viking and Anglo-Saxon struggle for the												
Kingdom of England to the time of Edward the Confessor												

A local history study													
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066													
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China													
Ancient Greece – a study of Greek life and achievements and their influence on the western world													
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.													

ART and DESIGN National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
To create sketch books to record their observations and use them to review and revisit ideas						
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]						
To learn about great artists, architects and designers in history.						

COMPUTING National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Design, write and debug programs that accomplish specific goals, including controlling or 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						
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						

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content					
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information					
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					

DESIGN TECHNOLOGY National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 						
Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 						
<ul style="list-style-type: none"> 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 						

<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 						
<p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 						
<p>Cooking and nutrition</p> <ul style="list-style-type: none"> 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, reared, caught and processed. 						

<p>MUSIC National Curriculum Expectations KS2</p>	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>						
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>						
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>						

Use and understand staff and other musical notations					
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
Develop an understanding of the history of music.					

PHYSICAL EDUCATION National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Use running, jumping, throwing and catching in isolation and in combination						
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending						
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]						
Perform dances using a range of movement patterns						
Take part in outdoor and adventurous activity challenges both individually and within a team						
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
Swimming & Water Safety <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 						

LANGUAGES National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Listen attentively to spoken language and show understanding by joining in and responding						
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words						
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*						
Speak in sentences, using familiar vocabulary, phrases and basic language structures						
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*						
Present ideas and information orally to a range of audiences*						
Read carefully and show understanding of words, phrases and simple writing						
Appreciate stories, songs, poems and rhymes in the language						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary						
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly						
Describe people, places, things and actions orally* and in writing						
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages.						

RELIGIOUS EDUCATION Expectations Year 3/4	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	<p>What do Old Testament stories teach Christians about God?</p> <p>How is global Christianity expressed through the arts?</p> <p>Why is light an important feature in the Christmas story?</p>	<p>How do Christians and Muslims express thankfulness in their lives? How do Christians prepare for Easter?</p>	<p>How do Christians love their neighbours and teach about care and respect for others?</p>	<p>Why are places of worship important for different religious believers?</p> <p>Why does Christmas matter to Christians?</p>	<p>Why do people go on pilgrimages?</p> <p>What does the Easter story teach us about hope and despair?</p>	<p>What do we know about Jesus and what he taught the kingdom of God?</p>

PSHE School Curriculum

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
A/C	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
B/D	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

SMSC and British Values – school opportunities are delivered throughout our learning cycle and are integrated into topics/learning opportunities. They feature heavily in assemblies, collective worship and PSHE.

Spiritual

A set of values, principles and beliefs, which may or not be religious

A respect for themselves and others

An increasing ability to reflect

An expressive and/or creative impulse

An ability to show courage and persistence in defence of their aims, values, principles and beliefs
A respect for insight as well as for knowledge and reason
A sense of empathy with others, concern and compassion
An awareness and understanding of their own and others' beliefs
An ability to think in terms of the 'whole' e.g. concepts such as harmony, interdependence, scale and perspective
An understanding of feelings and emotions and their likely impact
An appreciation of the intangible – e.g. beauty, truth, love, goodness, order, mystery, paradox, ambiguity
A readiness to challenge all that would constrain the human spirit e.g. poverty of aspiration, lack of self- confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism
Moral
An ability to distinguish from right and wrong
Confidence to act consistently in accordance with their own principles
Respect for others' needs, interests and feelings, as well as their own
A desire to explore their own and others' views
A commitment to personal values in areas which are considered right by some and wrong by others
An ability to think through the consequences of their own and others' actions
An ability to make responsible and reasoned judgements on moral dilemmas
A considerate style of life
An understanding of the need to review and reassess their values, codes and principles in the light of experience

<p>SMSC and British Values – school opportunities are delivered throughout our learning cycle and are integrated into topics/learning opportunities. They feature heavily in assemblies, collective worship and PSHE.</p>
<p>Social</p>
Appreciates the rights and responsibilities of individuals within the wider social setting
Understands the notion of interdependence in an increasingly complex society
Takes advice offered by those in authority or counselling roles
Reflects on their own contribution to society
Shares views and opinions with others, and work towards consensus
Participates in activities relevant to the community
Exercises responsibility
Shows respect for people, living things, property and the environment
Adjusts to a range of social contexts by appropriate and sensitive behaviour
Relates well to other people's social skills and personal qualities
Works successfully as a member of a group or team
Challenges where necessary and in appropriate ways, the values of a group or wider community
Resolves conflicts
Understands how societies function and are organised in structures such as the family, the school and the wider community
<p>Cultural</p>
An ability to recognise and understand their own cultural assumptions and values
Regard for the heights of human achievement in all cultures and societies
Willingness to participate in, and respond to, artistic and cultural enterprises
Openness to new ideas and a willingness to modify cultural values in the light of experience
A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
Use language and understand images/icons e.g in music, art, literature – which have significance and meaning in a culture
An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
An appreciation of the diversity and interdependence of cultures
An understanding of the influences which have shaped their own cultural heritage
An understanding of the dynamic, evolutionary nature of cultures (taken from Chris Quigley Education SMSC)