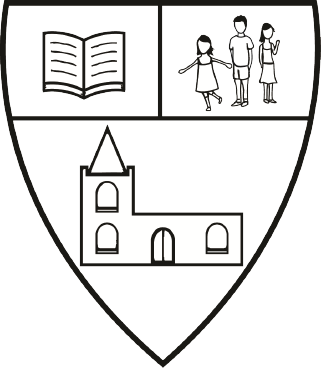
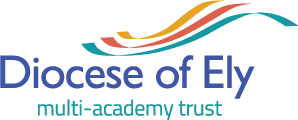
#### **Guilden Morden C of E Primary Academy**





#### **Together we work to succeed and flourish**

**Lower KS2 Curriculum Plan – Year 3/4 – Pine**

**2025 – 2026 – CYCLE B**

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| Subject | **Year Group** | **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | | **SPRING 2** | | **SUMMER 1** | | **SUMMER 2** | |
| **English** | **3/4** | **Oliver Twist** – Charles Dickens/ Usborne Classics  **Recount: Biography** of Charles Dickens (taught)  **Narrative with dialogue** (retell extracts) Full speech punctuation-dialogue (taught)  **Letter**: Fagin to Oliver from prison repenting  **Recount**: Retelling story extracts  (Y4 from an alternative perspective) | | | | **Odyssey** Geraldine McCaughrean and Emma Chichester  **Recount: biography** of Gillian Cross  **The Wooden Horse (Iliad)**  Gillian Cross (Marcia Williams for original quotes,  **Setting & character description**, 1st & 3rd person narrative  **Inform / Entertain** (dictation)  **Letter** from Odysseus to Penelope recounting (some)  **Narrative** – chapter ending with dialogue  Speech punctuation- dialogue | | | | **The Miraculous Journey of Edward Tulane** by Kate DiCamillo  **Recount: biography** of Kate DiCamillo (apply)  **Character descriptions, setting descriptions**  **Entertain / inform/ discuss**  **The Miraculous Journey of Edward Tulane** by Kate DiCamillo  **Short story :**  endings with suggestion beyond resolution with dialogue  **Shakespeare Julius Caesar -** Narrative and speech (Andrew Matthews, then Marcia Williams for quotes) **visual literacy for story outline**. | | | |
| **Maths** | **3/4** | Numbers and place value  Addition, subtraction | | Addition, subtraction  Multiplication and division | | Multiplication and division  Money | | Fractions | | Time  Angles, Shapes,  Coordinates and plotting | | Measure  Data | |
| **Science** | **3/4** | The Human Body  The digestive system, teeth and senses, a healthy diet, nutrition, vitamins and minerals, skeletons and muscles for support, protection and movement. | | Cycles in Nature  Seasonal cycles and plants, animal migration. Life cycles of a plant and a frog. | | Light  How light travels, shadows, transparent and opaque objects, reflection, mirrors: plane, concave, convex, how shadows change throughout the day. | | Plants  Functions of plants: roots, stem/trunk, leaves and flowers, Life and growth, variety of plants, water transportation, seed formation and dispersal. | | Rocks  Sorting rocks, how rocks are formed, hardness and permeability, fossils, soil. | | Forces and Magnets  Forces, friction, magnets, magnetic poles, magnetic fields, law of magnetic attraction, compasses. | |
| **RE** | **3/4** | What is religion? What is spirituality? | | Are all homes spiritual places? | | Can spirituality make things better? Case Study 1 Non-religious worldview | | Can spirituality make things better? Case Study 2 Sikh worldview | | How do people express their spirituality together? Pilgrimage - Muslim and Hindu worldviews | | How do people express their spirituality together? Pilgrimage - Christian worldviews | |
| **PSHE** | **3/4** | **Rights, rules and responsibilities** | | **My Emotions**  **Anti-bullying** | | **Diversity and Communities** | | **Drug Education** | | **Personal Safety**  **Sex and relationships education** | | **Digital Lifestyles** | |
| **History** | **3/4** | **Ancient Greece**  1. Ancient Greece: City States  2. Athens and Democracy  3. Sparta  4. The Persian Wars  5. Alexander the Great  6. Greek Philosophy  7. Gods  8. Mythology  9. Art and Architecture  10. The Ancient Olympic Games  11. The Legacy of Ancient Greece | | | | **Life in Ancient Rome**  1. Locating Ancient Rome  2. Monarchy, Republic, Empire: Rome’s different Governments  3. Pompeii  4. A Day in the Life in Ancient Rome  5. Latin | | **The Rise and Fall of Rome**  1. The Punic Wars and the expanding empire  2. Julius Caesar  3. Caesar Augustus and the Pax Romana  4. Christianity in the Roman Empire  5. The Fall of the Roman Empire | | **The Stuarts**  1. James I and the Union of the Crown  2. The Gunpowder Plot  3. Charles I  4. The English Civil War  5. Oliver Cromwell and the Commonwealth  6. The Restoration of Charles II  7. The Great Plague of 1665  8. The Great Fire of London  9. Christopher Wren and the Rebuilding of London  10.James II and the Monmouth Rebellion  11.William of Orange and the Bill of Rights | | | |
| **Geography** | **3/4** | **Spatial Sense**  1. Maps, compasses and symbols  2. Four and Six Figure Grid References  3. Fieldwork- The Local Area  4. A contrasting locality San Francisco (Human Geography)  5. A contrasting locality San Francisco (Physical Geography) | | **Settlements**  1. Settlements  2. Types of Settlements  3. Urban, Rural and Suburban areas  4. Population Density  5. Sites and Situations of Local Settlements | | **Rivers**  1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia  5. Rivers of Australia, South America and North America | | **UK Geography: The South West**  1. Introduction to the South West  2. Coastal areas and erosion  3. Landmarks and tourism  4. Agriculture and climate  5. Change over time | | **Western Europe**  1. Countries and Settlements in Western Europe  2. Climate of Western Europe  3. Trade in Western Europe  4. France  5. A comparison of London and Paris | | **Asia- China and India**  1. Locating India and China  2. Human and Physical Geography of India  3. Rivers of India  4. Human and Physical Geography of China 5. The Great Wall of China | |
| **Art** | **3/4** | **Light**  **Concepts:** light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways  **Skills:** Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic  **Artists**: Caravaggio, Vermeer, Goncharova, Begum | | **Space**  **Concepts:** Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth  **Skills:** Using shade to create tone, using line to draw a landscape, creating a relief in cardboard  **Artists:** Matisse, Millet, Bonheur, Bruegel, Turner | | **Design**  **Concepts:** Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour  **Artists:** Matisse, Munch, Kauffman | | **Monuments of Ancient Rome**  **Concepts:** What is a monument, monuments shows Emperor’s power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan’s column  **Skills:** Following instructions, model making, working as a team  **Monuments:** The Pantheon, Colosseum, Trajan’s Column | | **Monuments of the Byzantine Empire**  **Concepts:** Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon  **Skills:** copying patterns, painting with watercolour, collage  **Monuments**: Hagia Sofia, Basilica of San Vitale – Ravenna, icons | | **Needlework, Embroidery and Weaving**  **Concepts:** What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries  **Skills:** cross-stitch design, cross-stitch, weaving  **Designers/Artists:** Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers | |
| **DT** | **3/4** | **Cook**  Apple Crumble | | | | **Sew**  Cushions | | | | **Cook**  Ratatouille and Couscous | | **Build**  Moving Miniature playgrounds | |
| **Computing** | **3/4** | **Coding**   * Using Flowcharts   Unit 3.1, Lesson 1   * Using Timers   Unit 3.1, Lesson 2   * ‘if’ statements   Unit 4.1, Lesson 2   * Coordinates   Unit 4.1, Lesson 3   * Code, Test and Debug   Unit 3.1, Lesson 4   * Design, Code, Test and   Debug Unit 4.1, Lesson 1 | | Unit 3.2  **Online safety** | | Unit 3.3  **Spreadsheets** | | Unit 3.5  **Email**  (including email  safety) | | Unit 3.4  **Touch Typing** | | Unit 3.7  **Simulations** | |
| Unit 3.4  **Touch Typing** | | Unit 3.8  **Graphing** | |
| **PE** | **3/4** | **Running / Throwing & Jumping   Generic Units Customised Lessons** | **Gymnastics:**  Symmetry & Asymmetry  (Year 3) | **Games**  Netball  Year 3 & 4 | **Dance:** Customised Unit | **Games**  Tag Rugby  Year 3 & 4 | **Gymnastics:**  Bridges  (Year 4) | **OAA**  **Communication and Tactics** | **Dance:** Customised Unit | **Striking & Fielding**  Cricket  Rounders | **Game Sense: Net/Wall**  Customised Lessons | **Swimming & Water Safety** | Health and Well Being   Mindfulness  Year 4 |
| **Music** | **3/4** | **Body and tuned percussion**  **‘Rainsforests’**  Lesson 1: Pitter patter raindrops  Lesson 2: Rainforest body percussion  Lesson 3: The rhythm of the forest floor  Lesson 4: The loopy rainforest  Lesson 5: Sounds of the rainforest  **Key knowledge:**  To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.  To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.  To know that a 'loop' in music is a repeated melody or rhythm.  To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. | | **Rock ‘n’ Roll**  Lesson 1: Hand jive  Lesson 2: Rock around the clock  Lesson 3: Walking bass line  Lesson 4: Performing the bass  Lesson 5: Rock and Roll performance  **Key knowledge:**  To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.  To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.  To know that playing in time means all performers playing together at the same speed.  To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed. | | **Changes in pitch, tempo and dynamics**  **‘Rivers’**  Lesson 1: The singing river  Lesson 2: The listening river  Lesson 3: The repeating river  Lesson 4: The percussive river  Lesson 5: The performing river  **Key knowledge:**  To know that when you sing without accompaniment it is called 'A Capella'.  To understand that harmony means playing two notes at the same time, which usually sound good together.  An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.  To know that ‘performance directions’ are words added to music notation to tell the performers how to play. | | **Haiku, music and performance**  **‘The Hanami Festival’**  Lesson 1: Describing blossom  Lesson 2: Sounds of blossom  Lesson 3: Blossom haiku  Lesson 4: Haiku melodies  Lesson 5: Haiku performance  **Key knowledge:**  To know that a glissando in music means a sliding effect played on instruments or made by your voice.  To know that expressive language (like a poem) can be used as inspiration for composing music.  To understand that both instruments and voices can create audio effects that describe something you can see.  To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. | | **Samba and carnival sounds and instruments**  **‘South America’**  Lesson 1: Introduction to Samba  Lesson 2: Pulse and rhythm  Lesson 3: Samba rhythms  Lesson 4: Composing a break  Lesson 5: Samba performance  **Key knowledge:**  To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.  To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.  To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. | | **Adapting and transposing motifs**  **‘Romans’**  Lesson 1: Here come the Romans  Lesson 2: Musical motifs  Lesson 3: Motifs and mosaics  Lesson 4: Motif development  Lesson 5: Combine and perform  **Key knowledge:**  To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).  To know that 'transposing' a melody means changing its key, making it higher or lower pitched.  To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. | |
| **MfL**  **French** | **3/4** | Getting to Know You | | All About Me | | Food Glorious Food | | On the Move | | Where in the World | | Holidays and Hobbies | |