



# The Whitchurch CE Federation

## Year 3 / 4 - cycle 1



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gorillas In The Mist	The Greatest Showman	Home and Away	A Jungle Journey	Beware, Beware, There's Danger Over There!	From Caves to Castles

This is Me			
	SMSC Links	British Values Links	Christian Values Focus
Autumn Term 1	<p><b><u>Spiritual</u></b>            Reflect on Academy Christian Values            RE lessons reflecting spiritual development throughout units            Learning about different peoples' faiths, feelings and values - Christianity and Sikhism            Participation in Collective Worship.            Music lessons</p>	<p><b><u>Rule of Law</u></b>            Following the Golden Rules            Class Charter            Living our Values / link to SBMAT PEACE values            Following our rules for safety            Coding activities (Computing)            DT (levers)            Rules in sport, learning the rules of games            Visits from the police, PCSO</p>	<p><b>CORE VALUE: Compassion</b></p> <p><b>BIG QUESTION:</b></p> <p><b>If you show someone kindness and care how does that make them feel? How do you think you would feel?</b></p>
Autumn Term 2	<p>Performance in assemblies, Church services            PSHE - mindfulness            Creation story            The beauty and wonder of nature – rainforests, caves, land formation.            Response to art work – Rousseau, Turner, Moran</p>	<p><b><u>Individual liberty</u></b>            Valuing views / opinions through pupil voice            Reflecting during worship and at other times</p>	<p><b>CORE VALUE: Love</b></p> <p><b>BIG QUESTION:</b></p> <p><b>What did Jesus teach about love?</b></p>
Spring Term 1	<p>Using imagination and creativity in art, English, DT- The Creative Me.</p>	<p>Being listened to – ideas are acted on, opinions are taken into account            Choice of class reward, lunch choices, play mates and play based activities.</p>	<p><b>CORE VALUE: Perseverance</b></p> <p><b>BIG QUESTION: Can failure ever be a good thing?</b></p>
Spring Term 2	<p>Through comprehension activities, children will empathise with characters and compare to their own experiences.</p> <p><b><u>Moral:</u></b>            Participation in Collective Worship reflecting on themes            Food donations – link to food</p>	<p>ESafety            Freedom to take part in organised activities            PSHE work – understand how to exercise rights safely            Choice of extra-curricular activities</p>	<p><b>CORE VALUE: Responsibility</b></p> <p><b>BIG QUESTION:</b></p> <p><b>How do people in school show responsibility?</b></p>
Summer Term 1		<p><b><u>Democracy</u></b>            Voting to elect school council, house</p>	<p><b>CORE VALUE: Creativity</b></p>

	<p>poverty. Create class charter of rules and behaviour for Good to Be Green. Discuss Golden Rules.</p>	<p>captains, pupil voice members. Democracy through history – Romans Behaviour rewards system based on votes Pupil voice questionnaires Curriculum voice group</p>	<p><b>BIG QUESTION:</b> <b>What do you think is God's greatest creation?</b></p>
<p><b>Summer Term 2</b></p>	<p>Understanding consequences of behaviour Debate moral issues: Is it right for animals to be kept in cages? Is it right to cut down habitats if it provides work and money for natives? Environmental impact of human activity (Geography) Conservation Natural disasters Anti-bullying - consequences of bullying Shoe Box appeal to support our global community. Railway safety Opportunities for teamwork and inclusion Fairtrade Healthy Choices – looking after themselves <b>Social:</b> Participate in community harvest festival, Christmas service, Easter Working with our Infant Academy Resolving conflict – PSHE, Behaviour Rules. Participate in a range of class and school based activities with different pupils to aid their social skills development. Group activities – English, Drama, PE, Dance, Music E-safety – social networks Christian Aid Visits by PCSO Visitors to school- impact of volcano</p>	<p>Restorative justice is used as part of our Behaviour policy Debate on moral and global issues <b><u>Mutual Respect and tolerance of those with different faiths and beliefs</u></b> Respecting each other's achievements e.g. observing each other during performances – gymnastics, dance Paired reading Talk partners Restorative justice through our behaviour policy Working in pairs / groups Sharing resources Discussing friendships, how we treat each other Re lessons – Christianity and Sikhism English texts and topic work Celebrating Easter, Christmas</p>	<p><b>CORE VALUE: Courage</b></p> <p><b>BIG QUESTION:</b> <b>Why do you think it is important to face up to what we find difficult?</b></p>

	eruptions on lives <b>Cultural:</b> Consider Why it's good to be me within a diverse community. Christingle service Christmas experience at St Alkmund's Church. Study of Naples Study of South America Exploring cultural differences – When the Giant stirred. Art from different cultures Cultural influences on music over time		
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<b>The Creative Me</b>			
	<b>Art &amp; Design</b>	<b>Music</b>	<b>Dance</b>
<b>Autumn Term 1</b>	<b>Drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	<b>Charanga – model music curriculum</b> <b>Interesting Time Signatures</b> How does music bring us together?	<b>Africa</b> Taking music, text and images as their stimuli, pupils work solo, with partners and in groups to explore the Africa theme. And, in so doing, they try their hand at simple choreography...
<b>Autumn Term 2</b>		<b>Charanga – model music curriculum</b> <b>Combining Elements to Make Music</b> How does music connect us with the past?	<b>Circus</b> Silly clown routines, tightrope, juggling, trapeze: it's all here at the circus. And what a fun way to explore travelling, balance, support, transitions and – of course – performance...
<b>Spring Term 1</b>	<b>Painting, Drawing, Collage</b> Explore artists working with the genre of still life, contemporary and more traditional. Children	<b>Charanga – model music curriculum</b> How does music make the world a better place?	<b>Romans</b> Do battle with the most organised of forces: the Romans. Learn attack & defense

	create their own still life inspired art work.5		formations with these expert warriors. This is a great way for your pupils to experience spatial and group work...
<b>Spring Term 2</b>		<b>Charanga – model music curriculum</b> How does music teach us about our community?	<b>Rainforest</b>  Work in pairs & groups to experience the world of animals and trees in the tropical rainforest. But what is happening to this habitat? Why are the trees being felled? And why do we need them?...
<b>Summer Term 1</b>	<b>Drawing, Sculpture</b> What can artists learn from nature?	<b>Charanga – model music curriculum</b> How does music shape our way of life?	<b>Dance around the world</b> A fun look at traditional dances from around the world. Starting with styles from Mexico, Argentina, India, China & Russia, use these to create improvisations – solo and in groups...
<b>Summer Term 2</b>		<b>Charanga – model music curriculum</b> How does music connect us with our environment?	<b>Rough &amp; Tumble</b> Can't engage boys in dance? Think again! Let's face it; all children like to Rough & Tumble. This scheme appeals to & harnesses boys' (and, of course, girls') innate spirit of adventure, mischief and cunning

<b>The Independent Me</b>			
<b>English</b>	<b>Geography</b>	<b>History</b>	<b>Languages</b>

<p><b>Autumn Term 1</b></p>	<p><b>Core text:</b> Gorilla by Anthony Browne</p> <p><b>Shared reading:</b> The One and Only Ivan by Katherine Applegate</p> <p><b>Writing outcome:</b> Fiction - Fantasy To write a narrative based on the story of 'Gorilla' from the animal's point of view</p> <p><b>Greater depth writing outcome:</b> To write the narrative from dad's viewpoint and include some speech.</p> <p><b>Pathways to Read:</b> A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</p> <p><b>Mastery focus:</b> Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Describe and understand key aspects of human geography linked to the habitats of gorilla within Central Africa</p>		<p><b>Salutations (greetings)</b> <b>Colours</b> <b>Numbers</b></p>
<p><b>Autumn Term 2</b></p>	<p><b>Core text:</b> Leon and the Place Between by Graham Baker-Smith</p> <p><b>Shared reading:</b> The Nowhere Emporium by Ross Makenzie</p> <p><b>Writing outcome:</b></p>		<p>Bronze Age Focus on religion, technology and travel for example Stonehenge.</p>	<p><b>Goldilocks</b> Say words / parts of the story to retell the story in the target language. Create story minibook.</p>

	<p><b>Recount – Diary writing</b></p> <p>To write Leon's secret diary about what really happened in '<i>the place between</i>', including conversation between Leon and the boy</p> <p><b>Greater depth writing outcome:</b></p> <p>To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in '<i>the place</i></p> <p><b>Pathways to Read:</b></p> <p>The Train to Impossible Places by P.G. Bell</p> <p><b>Mastery focus:</b></p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p>			
<p><b>Spring Term 1</b></p>	<p><b>Core Text:</b></p> <p>Escape from Pompeii by Christina Balit</p> <p><b>Shared reading:</b></p> <p>Pompeii: A Roman Girl's Diary by Sue Reid</p> <p><b>Writing outcome:</b></p> <p><b>Fiction</b> - Historical narrative from character's point of view</p> <p>Write the story from the point of view of one of the</p>		<p>The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion 55-54BC</p> <p><i>A study of Roman Britain – local influence of the Romans in Whitchurch and</i></p>	<p><b>The Romans</b></p> <p>Oral presentation of life as a Roman child. Written diary exercise of life as a Roman child.</p>

	<p>children</p> <p><b>Greater depth writing outcome:</b> Write from the point of view of the captain</p> <p><b>Pathways to Read:</b></p> <p>DK Find out! Volcanoes by Maria Gill</p> <p><b>Mastery focus:</b></p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>		<p><i>Shropshire.</i></p> <p><i>Pompeii and the impact of the volcano eruption on Naples.</i></p>	
<b>Spring Term 2</b>	<p><b>Core Text:</b></p> <p>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 Seconds by Dr Jen Green</p> <p><b>Shared reading:</b></p> <p>The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys</p> <p><b>Writing outcome:</b> To make a zoo information board for a rainforest exhibit</p> <p><b>Greater depth writing outcome:</b> Include an interactive element such as a voiceover for a short video</p> <p><b>Pathways to Read:</b></p> <p>Fantastically Great Women Who Saved the Planet by Kate Pankhurst</p> <p>Plastic Pollution by The Literacy Company</p> <p><b>Mastery focus:</b></p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Investigate the features of the Amazon River and compare to water ways found in Shropshire.</p>		<p><b>At the café</b></p> <p>Café role play Create a menu with prices.</p> <p>1st person singular 'I would like / have' when ordering food and drink.</p>

	<p>Identify themes and conventions in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning</p>			
<b>Summer Term 1</b>	<p><b>Core Text:</b></p> <p>When the Giant Stirred by Celia Godkin</p> <p><b>Shared reading:</b></p> <p>Journey to the Centre of the Earth by Jules Verne</p> <p><b>Writing outcome:</b> To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story</p> <p><b>Greater depth writing outcome:</b> To write the story from the mountain God's point of view</p> <p><b>Pathways to Read:</b></p> <p>Ariki and the Island of Wonders by Nicola Davies</p> <p><b>Mastery focus:</b></p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Study of Natural disasters.</p> <p>Focus on natural disasters: Volcanoes</p> <p>Compare and contrast Shropshire with Naples</p>		<p><b>Les Legumes</b></p> <p><b>Les Fruits</b></p>
<b>Summer Term 2</b>	<p><b>Core Text:</b></p> <p>Blue John - Berlie Doherty</p> <p><b>Shared reading:</b></p>	<p>A study of the topography of the UK and an investigation into how different hills and mountains are</p>	<p>A study into the set up and location of iron age forts, tribal kingdoms, farming, art and culture</p>	<p><b>Olympics</b></p>

	<p>Clockwork Phillip Pullman</p> <p><b>Writing outcome:</b> Write a letter in role as an expert containing an explanation about cave formation</p> <p><b>Greater depth writing outcome:</b> Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p> <p><b>Pathways to Read:</b></p> <p>A Myth-Hunter's Travel Guide by The Literacy Company</p> <p><b>Mastery focus:</b></p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Ask questions to improve understanding</p> <p>Retrieve and record information from non-fiction</p>	formed.		
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The Inquisitive Me				
	Maths	Science	Design Technology	Computing
Autumn Term 1	<p>Y3 Number: Place value</p> <p>Y3 Number: Addition &amp; subtraction</p> <p>Y4 Number: Place value</p> <p>Y4 Number: Addition &amp; subtraction</p>	<p><b>Physics</b></p> <p>Investigate sound and hearing.</p> <p>Work Scientifically</p>		Coding – 6 lessons

<b>Autumn Term 2</b>	<p>Y3 Number: Addition &amp; subtraction</p> <p>Y3 Number: Multiplication and division</p> <p>Y4 Measurement: Area</p> <p>Y4 Number: Multiplication and division</p>	<p><b>Biology</b> Group and identify a variety of living things.</p>	<p><b>MECHANICS:</b> Make toys /games /machines that could be found in a circus such as pop up toys or popcorn machines.</p> <p><i>Projects on a Page: Pneumatics</i></p>	Unit 4.2 Online safety
<b>Spring Term 1</b>	<p>Y3 Number: Multiplication and division</p> <p>Y3 Measurement: Length and perimeter</p> <p>Y4 Number: Multiplication and division</p> <p>Y4 Measurement: Length and perimeter</p> <p>Y4 Number: Fractions</p>	<p><b>Chemistry</b> Compare and group materials according to Their properties and set up experiments to change between the states.</p>		<p>Unit 4.3</p> <p>Spreadsheets – 6 lessons</p>
<b>Spring Term 2</b>	<p>Y3 Number: Fractions</p> <p>Y3 Measurement: Mass and capacity</p> <p>Y4 Number: Fractions</p> <p>Y4 Number: Decimals</p>	<p><b>Biology</b> Understand teeth and the digestive system in humans</p>	<p><b>FOOD:</b> Taste fruits from around the world and design and make 2 fruit salads.</p>	<p>Unit 4.4</p> <p>Writing fir different audiences – 5 emails</p>

			<i>Projects on a Page: Healthy and varied diet</i>	
<b>Summer Term 1</b>	Y3 Number: Fractions Y3 Measures: Money Y3 Measures: Time  Y4 Number: Decimals Y4 Measures: Money Y4 Measures: Time	<b>Physics</b> Understand electric circuits Investigate simple circuits. Carry out investigations to make a light shine brighter. Learn about safety aspects of electricity.		Unit 4.5 logo Unit 4.6 Animation
<b>Summer Term 2</b>	Y3 Geometry: Shape Y3 Statistics  Y4 Geometry: Shape Y4 Statistics Y4 Geometry: Position and movement	<b><u>Working Scientifically</u></b> In this topic, children learn about building towers and bridges, starting with constructing tall towers, then exploring bridges, next they look at animals as builders and finally engage in researching famous engineers and architects and the structures they built. They will use and develop working scientifically skills and understanding through comparative and fair tests, measuring, repeat readings and drawing and reading bar and line graphs.	<b>ELECTRICAL SYSTEMS:</b>  Investigate torches then design and make a suitable torch for caving.  <i>Projects on a Page: Simple circuits and switches</i>	Unit 4.7 Effective search Unit. 4.8 Hardware investigators

<b>The Healthy Me</b>			
	<b>PE</b>	<b>RE</b>	<b>PSHE – Relationships Education</b>
<b>Autumn Term 1</b>	<b>Invasion</b>  <b>Health related fitness</b>	<b>Understanding Christianity</b> – Creation and Fall How should we relate to others and to the natural world?	<b>Being Me in My World</b> 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.
<b>Autumn Term 2</b>	<b>Gymnastics – Travelling and rolling</b>	<b>Understanding Christianity</b> - Incarnation/God - What is the Trinity?	<b>Celebrating Difference</b> Challenging assumptions

		What do people believe about God?	Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions
<b>Spring Term 1</b>	<b>Gymnastics - (apparatus):</b> Balances using equipment, well-being e.g. Yoga/fitness  <b>Dance – Romans</b>	<b>Sikhism</b> - What can we learn from a Gurdwara? Why do people's belief and practice differ? How do people express their beliefs through actions, worship and celebration?	<b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
<b>Spring Term 2</b>	<b>Striking and fielding – Football</b>  <b>Swimming – Spring 2 (4 weeks)</b>	<b>Understanding Christianity</b> -Salvation - Why do Christians call the day Jesus died 'Good Friday'? How do people make sense of life and death?	<b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength
<b>Summer Term 1</b>	<b>Games net and wall games:</b> Throwing and catching - Netball  <b>Athletics</b> - Tactics	<b>Understanding Christianity</b> - Gospel - What kind of world did Jesus want? How should we relate to others and to the natural world?	<b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
<b>Summer Term 2</b>	<b>Athletics</b>  <b>OAA</b>	<b>Understanding Christianity</b> - People of God - What is it like (for Christians) to follow God?  How do people express their beliefs about truth?	<b>Changing Me</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition

			Environmental change
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