

Cycle A Y3/4 Church Walk CE Primary School

Christian Values British Values

Subject Area	Scheme	Term 1 Stone Age through to Iron Age	Term 2 Romans	Term 3 South America
Literacy	Own	<p>Ug, Boy Wonder – stories with historical context - <i>friendship</i></p> <p>Stone Age Boy – stories with historical context – <i>friendship, hope</i></p> <p>Stig of the Dump – class text/ novel/ adventure</p> <p>Explanation texts – recycling processes</p> <p>Shape poems – <i>Guy Fawkes</i>/ night time</p> <p>Descriptive poems – <i>Remembrance</i> <i>Courage, peace, forgiveness, justice, compassion, hope, respect and reverence, service</i></p> <p>Biographies – <i>Mary Anning</i> – <i>trust, friendship, hope, generosity, wisdom</i></p> <p>Stories with historical context – Morg, an Iron Age story <i>courage, trust, forgiveness, friendship, truthfulness</i></p> <p>Class novel – Stig of the Dump – <i>trust, friendship</i></p> <p>Home learning presentations – Spoken language</p>	<p>Roman newspapers - Pompeii</p> <p>Shadow puppet stories – Romulus and Remus – <i>compassion, trust</i></p> <p>Escape from Pompeii – adventure stories <i>courage, trust, forgiveness, justice, friendship, truthfulness, generosity</i></p> <p>Cinquains</p> <p>Home learning presentations – spoken language</p>	<p>Riddles and descriptive poetry</p> <p>Information texts / power point on a rainforest animal</p> <p>Persuasive letters and posters</p> <p>Debate</p> <p>Dialogue and plays – Brazilian fairy /folk tales. Performance.</p> <p>Stories set in a different location – Whale Boy, The Explorer <i>courage, trust, justice, friendship, hope</i></p> <p>Home learning presentations – spoken language</p>

Science <i>Creativity</i> <i>Truthfulness</i> <i>Respect and reverence</i> <i>Wisdom</i> <i>Perseverance</i>	Twinkl Plus some STEM resources and own resources and activities	Recap properties of materials – link to Bronze age technology and travel Rocks - 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. Working scientifically	Sound – data logging 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. Light – data logging § 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. Working scientifically	Living things and their habitats 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. construct and interpret a variety of food chains, identifying producers, predators and prey. Local habitat visits – Hoad, Gill Banks, Ford Park, Walney Working scientifically
		E-safety – see CEOP latest materials and Purple Mash 2BeSafe Digital literacy continues through all other subjects		

Computing <i>Creativity</i> <i>Trust</i> <i>Friendship</i> <i>Perseverance</i>	Purple Mash Y4 objectives	Unpacking hardware and software Animation Logo Sound stories	Sound stories Effective searching Coding	Presentations Touch-typing Microbits
History <i>Hope</i> <i>Truthfulness</i> <i>Generosity</i> <i>Wisdom</i> <i>Perseverance</i>	Twinkl Plus some own resources and activities	Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae § Bronze Age religion, technology and travel, for example, Stonehenge § Iron Age hill forts: tribal kingdoms, farming, art and culture Historical enquiry	The Roman Empire and its impact on Britain § Julius Caesar's attempted invasion in 55-54 BC § the Roman Empire by AD 42 and the power of its army § successful invasion by Claudius and conquest, including Hadrian's Wall § British resistance, for example, Boudica § 'Romanisation' of Britain: including early Christianity Life in Roman times Roman Empire Romans in Britain - compassion Pompeii Boudicca – <i>peace, trust, justice</i> Historical enquiry	History of local area - varies depending on school trip Map work
Geography	Own	British Isles map work Maps of stone age villages – hunter gatherers/ farming Skara Brae – case study. Different types of rock and their formation/ fossils	Map work – OS symbols and maps. Visit up Hoad with maps Italy and Rome – modern day Roman settlements – Weather – Link to maths and computing – data logging. Why didn't Romans stay in Britain? Compare weather to rest of Europe. Volcanoes – Pompeii	South America – location Debate - deforestation Brazil – a comparison to Cumbria Climate zones and biomes –tropical climate/ rainforest Vegetation belts

Citizenship <i>All Christian Values covered throughout the year</i>	PSHE association	Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities; discussing differences sensitively Recycling – Ug/ Stig of the Dump British Values – remembrance Anti- bullying Class charter	What makes a community; shared responsibilities How data is shared and used Making decisions about money; using and keeping money safe Fair trade e-safety	Maintaining a balanced lifestyle; oral hygiene and dental care Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Medicines and household products; drugs common to everyday life Save the rainforest/ debates/ endangered species UNICEF – World environment Day; World Day against child labour, world refugee day, World Health Day
D&T <i>Creativity perseverance</i>	Own	Recreate stone age houses – Skara Brae/ round houses Food – stone age recipes(short) Christmas baking Clay beakers – Beaker People	Shadow puppets – Romulus and Remus Food – fairtrade recipes	Food – Brazilian/ St.Lucian recipes Structures – shelters – Amazonian style - <i>thankfulness</i>
Art <i>Creativity Respect and reverence Wisdom</i>	Own	Cave paintings – link to Bronze Age religion Stone Age/ Iron Age sculptures Printing Christmas cards Local landscape painting and drawing (calendars)	Portraits and still life- Italian artists Antonio Donghi Michaelangelo Da Vinci	Rainforest collage Rousseau
Outdoor Games / Gym/ Dance <i>Creativity Compassion Friendship Truthfulness Humility Respect and reverence</i>	Cambridge	Dance - solar system Tag Rugby Gymnastics – patterns and pathways Ball handling (link to rugby, netball, basketball) Fitness – circuit training (if wet Aut 2)	Swimming (all term) Tennis Key steps gymnastics	Dance – machines Athletics – challenges Gymnastics – hand apparatus Cricket (striking and fielding) Trip: OAA LKS2

<i>Perseverance</i>				
Music <i>Creativity</i> <i>Respect and reverence</i> <i>Perseverance</i>	Charanga Plus own	A shining performance – Y3 creative music curriculum Recycling Songs – Y4 creative music curriculum Playing in a band – Y3 model music curriculum Learn Harvest Songs Learn, rehearse and perform songs for the nativity Sound stories – in Computing lessons	3 Little Birds – Y3 original curriculum Percussion Power - (Includes Mamma Mia) - Y3 Creative music curriculum Learn about music in modern day Italy Find out about the importance of music in Roman Britain Use percussion to add sound effects in a short performance Sound stories – in Computing lessons	Sound Exploration – Y3 creative music curriculum Opening Night – Y3 Model Music Curriculum Learn and perform songs from South America and about some composers and singers from South America Learn and perform Samba rhythms on percussion instruments Use percussion to add sound effects in a short performance Composing – in computing lessons
RE <i>All values covered throughout the year</i>	Questful R.E	Creation Advent and Nativity	Christian prayer and places of worship Stories about Jesus Easter	Buddhism
MFL <i>Perseverance</i>	CGP	Core Unit 1 – The Basics 1 Core Unit 1 – The Basics 2	Core Unit 1 – The Basics 3 Animals	Food At School
Enterprise/ events		Iron Age Day Blackberry picking Christmas play Archaeologist	Shadow puppet theatre performance	Class information book and poetry book Play and music performance Habitats local visits Sports Day
Rights Respecting Schools		<i>Article 28 All children and young people have a right to a primary education.</i> <i>Article 12</i> <i>When adults are making decisions that affect children, children have the</i>	<i>Article 32 Governments must protect children from work that is dangerous or might harm their health or education.</i> <i>Article 12</i>	<i>Article 12</i> <i>When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.</i> <i>Article 14</i>

		<p>right to say what they think should happen and have their opinions taken into account.</p> <p>Article 14</p> <p>Children have the right to think and believe what they want</p> <p>Article 31</p> <p>Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p> <p>Article 13 Children have the right to get and share information</p>	<p>When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.</p> <p>Article 14</p> <p>Children have the right to think and believe what they want</p> <p>Article 31</p> <p>Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p> <p>Article 13 Children have the right to get and share information</p> <p>Article 28 All children and young people have a right to a primary education.</p>	<p>Children have the right to think and believe what they want</p> <p>Article 31</p> <p>Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p> <p>Article 6</p> <p>Children have the right to live. Governments should ensure that children survive and develop healthily.</p> <p>Article 24</p> <p>Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 13 Children have the right to get and share information. Article 29 Education should include the development of respect for the natural environment.</p> <p>Article 28 All children and young people have a right to a primary education.</p> <p>Article 32 Governments should protect children and young people from work that is dangerous or might harm their health or their education.</p> <p>Article 7 Children have the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents. Article 22 Children who are refugees have the right to special protection and help. Refugee children are entitled to all the rights in the Convention wherever they are. Article 38 Children in war zones should receive special protection.</p>
<p>Global citizenship</p> <p>Identity and belonging</p>		<p>Why do we celebrate Remembrance Day?</p> <p>How can I keep safe online?</p>	<p>How can I keep safe online?</p> <p>How and why did Boudicca stand up for her beliefs?</p> <p>Why is Fairtrade important?</p>	<p>Why is it important to preserve the rainforest? Other habitats?</p> <p>What are the arguments in the rainforest debate?</p>

Social justice, conflict and peace, rights and responsibilit ies, sustainable developme nt		What can we learn about sustainability from Iron Age cultures? What makes a good friend? How can I be a team player?	What goals can I set for myself?	
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