



The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”
Matthew 13: 31-32



'Learn, love and Flourish with God'

Individual Key Stage Curriculum Overview – Swans Class (Years 3 and 4)

CYCLE A												
Topics	Vikings				Riverbank				Egyptians			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Stunning Start												
Fabulous Finish			Viking Day				Trip to River Arun				Museum (or virtual workshop)	
English - Writing Text <i>* Please see English progression document for writing outcomes and coverage for different year groups.</i>	Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew		Odd and the Frost Giants Neil Gaiman Winter's Child by Angela McAllister & Grahame Baker-Smith		The Baker by the Sea by Paula White Flotsam by David Wiesner		Cinderella of the Nile by Beverley Naidoo		Varmints Helen Ward		Weslandia Paul Fleischman	
English - Reading Text <i>*Please see English Reading progression document for reading coverage and progress for different year groups.</i>	Arthur and the Golden Rope by Joe Todd Stanton		Viking Voyagers by Jack Tite Norse Myths by Kevin Crossley-Holland Autumn PiRA		Annie Lumsden, The Girl from the Sea David Almond New and Collected Poems by Carole Ann Duffy		How Does a Lighthouse Work? Roman Belyaev Spring PiRA		The Humans: Ancient civilisations Jonny Marx Undeclared by Kwame Alexander and Kadir Nelson		Mr Penguin and the Lost Treasure Alex T. Smith Summer PiRA	
Maths	Year 3 Place value Addition & Subtraction	Year 4 Place Value Addition & Subtraction MTC Prep	Year 3 Addition & Subtraction, Multiplication & Division Autumn PUMA	Year 4 Addition & Subtraction, Multiplication & Division MTC Prep Autumn PUMA	Year 3 Multiplication & Division. Length, perimeter & area. Fractions	Year 4 Multiplication & Division. Length, perimeter & area. Fractions MTC Prep	Year 3 Fractions Mass & Capacity Spring PUMA	Year 4 Fractions Decimals MTC Prep Summer PUMA	Year 3 Decimals incl Money Time	Year 4 Decimals incl Money Time MTC Prep	Year 3 Statistics Properties of Shape Summer PUMA	Year 4 Statistics Position & direction Summer PUMA
Science <i>*Please see Science progression document for Substantive and Disciplinary skills.</i>	Light (3) 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		Sound (4) 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		Living things and their habitats (4) 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		States of Matter (4) 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		Plants (3) 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		Conservation	



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RE <i>*All religious education is taught following the Understanding Christianity schemes of work, linking to The Emmanuel project where recommended.</i>	Creation (Understanding Christianity)	Incarnation Understanding Christianity)	Hinduism (Emmanuel project)	Salvation Understanding Christianity)	Islam (Emmanuel project)	Sikhism (Emmanuel project)
PE <i>*Please see progression document for PE.</i>	Multi skills Dance	Invasion Games Dance	Gymnastics Drama	Net and Wall Drama	Striking and Fielding Competitive Games (sports day)	Athletics Outdoor Adventurous Games
Computing <i>*Please see progression document for Computing substantive and disciplinary skills.</i>	Online Safety (3) Learning about online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media. System and Network 1 – Networks (3) Introduction to the concept of networks, learning how devices communicate. From identifying components, learn how information is shared and deepen this understanding by exploring examples of real-world networks	Programming 1 (Scratch) (3) Building on the use of the 'ScratchJr' application in Year 2, progressing to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game.	Creating Media: Video Trailers (3) Developing filming and editing video skills through the storyboarding and creation of book trailers.	Computer systems and networks – collaborative working (4) Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	Data handling (Investigating Weather) (4) Researching and storing data using spreadsheets, designing a weather station which gathers and records data and learning how weather forecasts are made. Children use tablets or digital cameras to present a weather forecast.	Data handling: Comparison cards databases (3) Using the theme of a 'Comparison card game' to understand what a database is. Learning the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering.
Geography <i>*Please see progression document for Geography substantive and disciplinary skills.</i>		What do the lines of longitude and latitude tell us? Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		People have settled around rivers since ancient times, are all rivers the same? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.		How would you describe the physical geography of your utopia?
History <i>*Please see progression document for History substantive and disciplinary skills.</i>	To what extent do you agree the Vikings were a bunch of ruthless killers?		Local history of River Arun (or Chichester Canal)		Ancient Civilisations	
French	French Greetings with Puppets	French adjectives of colour, size and shape	Playground games – numbers and age	In a French classroom	Bon Appetit	Shopping for French food



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<p><i>*Please see progression document for French substantive and disciplinary skills.</i></p>	<p>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.</p>	<p>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.</p>	<p>Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games.</p>	<p>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'</p>	<p>Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.</p>	<p>Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.</p>
<p>Design Technology <i>*Please see progression document for Design and Technology substantive and disciplinary skills.</i></p>		<p>Viking long boat Viking flatbreads and junk modelling boats</p>		<p>Build and lock/canal</p>		<p>Cooking. Chocolate, Mayan diet menu</p>
<p>Art and Design <i>*Please see progression document for Art and Design substantive and disciplinary skills.</i></p>	<p>Printing making (patterns)</p>		<p>Painting (including water colours)</p>		<p>Sculpture (wire) Biome (Eden Project) project type design</p>	
<p>Music <i>*Please see progression document for Music substantive and disciplinary skills.</i></p>	<p>Developing singing technique (theme the Vikings) (kapow)</p>	<p>Ballads</p>	<p>Change in pitch, tempo and dynamics (theme rivers)</p>	<p>Jazz</p>	<p>Body and tuned percussion (rainforests)</p>	<p>Haiku, music and performance (Theme: Hanami festival)</p>
<p>PSHE*</p>	<p>Families and relationships</p>	<p>Health and Wellbeing</p>	<p>Safety and Changing body</p>	<p>Citizenship</p>	<p>Economic wellbeing</p>	<p>Transition</p>



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Individual Key Stage Curriculum Overview – Swans Class (Years 3 and 4)

CYCLE B												
Topics	Stone age				Entertainment				Romans			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Stunning Start												
Fabulous Finish			Butser Farm				Retro Games				Chichester Novium or Fishbourne Roman Palace	
English - Writing Text <i>* Please see English progression document for writing outcomes and coverage for different year groups.</i>	The First Drawing Mordicai Gerstein				Leon and the Place Between Angela McAllister		Tar Beach Faith Ringgold		Escape from Pompeii Christina Balit		Until I Met Dudley Roger McGough and Chris Riddell	
English - Reading Text <i>*Please see English Reading progression document for reading coverage and progress for different year groups.</i>	Poems from a Green and Blue Planet Sabrina Mahfouz		The Firework Maker's Daughter Philip Pullman		The Lost Spells Robert MacFarlane		Fortunately, the Milk. Neil Gaiman		The Pied Piper of Hamelin Robert Browning		Tamarind and the Star of Ishta Jasbinder Bilan	
Maths	Year 3 Place value Addition & Subtraction	Year 4 Place Value Addition & Subtraction MTC Prep	Year 3 Addition & Subtraction, Multiplication & Division Autumn PUMA	Year 4 Addition & Subtraction, Multiplication & Division MTC Prep Autumn PUMA	Year 3 Multiplication & Division. Length, perimeter & area. Fractions	Year 4 Multiplication & Division. Length, perimeter & area. Fractions MTC Prep	Year 3 Fractions Mass & Capacity Spring PUMA	Year 4 Fractions Decimals MTC Prep Summer PUMA	Year 3 Decimals incl Money Time	Year 4 Decimals incl Money Time MTC Prep	Year 3 Statistics Properties of Shape Summer PUMA	Year 4 Statistics Position & direction Summer PUMA
Science <i>*Please see Science progression document for Substantive and Disciplinary skills.</i>	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		Animals including humans (Digestion, organs, teeth, food chains) 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		Electricity 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		Forces and Magnets 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 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the		Animals/humans (Nutrition, skeletons, muscles). 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			



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			Recognise some common conductors and insulators, and associate metals with being good conductor	effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears Developing Experts – Progression of Knowledge Document Developing Experts Ltd © 2022 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 o		
RE <i>*All religious education is taught following the Understanding Christianity schemes of work, linking to The Emmanuel project where recommended.</i>	People of God (Understanding Christianity)	Judaism (Emmanuel Project)	Hinduism/Karma (Emmanuel Project)	Gospel (Understanding Christianity)	Kingdom of God (Understanding Christianity)	Islam (Emmanuel Project)
PE <i>*Please see progression document for PE.</i>	Multi skills Dance	Invasion Games Dance	Gymnastics Drama	Net and Wall Drama	Striking and Fielding Competitive Games (sports day)	Athletics Outdoor Adventurous Games
Computing <i>*Please see progression document for Computing substantive and disciplinary skills.</i>	Online Safety (4) Learning how to navigate the internet in an informed, safe and respectful way. System and Networks 2 – Emailing (3) Learning how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	Programme and Further Coding – Scratch 2 (4) Learning the basics of programming in Scratch, children will create a simple script, use decomposition and understand what variables are.	Creating Media – Website design Developing their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.	Programming – Computational thinking Developing the four areas of computational thinking through a range of plugged and unplugged activities.	Showcase – HTML (4) Editing the HTML and CSS of a web page to change the layout of a website and the text and images.	Computer systems & networks – journey inside Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models.
Geography <i>*Please see progression document for Geography substantive and disciplinary skills.</i>		How is land used differently within the UK? OS maps		What do cities near rivers have in common?		Are some places in the world more dangerous to live in than others?



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History <i>*Please see progression document for History substantive and disciplinary skills.</i>	Impressive innovators or primitive people?		How children's lives have changed through the ages?		Romans - effective leaders?	
French <i>*Please see progression document for French substantive and disciplinary skills.</i>	French Greetings with Puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	French adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	Playground games – numbers and age Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games.	In a French classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	Bon Appetit Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.	Shopping for French food Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.
Design Technology <i>*Please see progression document for Design and Technology substantive and disciplinary skills.</i>		Structures/textiles design and sew a stone age bag		Cooking - for game or film night.		Mechanisms - make a chariot
Art and Design <i>*Please see progression document for Art and Design substantive and disciplinary skills.</i>	Painting, make own paint		Print (poster, 2-layer paper print block)		Sculpture - roman pots	
Music <i>*Please see progression document for Music substantive and disciplinary skills.</i>	Rock and Roll	Pentatonic melodies and composition (Theme: Chinese New Year)	Creating a composition in response to an animation/film (Kapow)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (theme romans)	
PSHE <i>*Please see progression document for PSHE.</i>	Families and relationships	Health and Wellbeing	Safety and Changing body	Citizenship	Economic wellbeing	Transition