



Year A/B: B	Year Group: 3&4	Unit/Topic: Settlements (History Focus)
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Key Texts	Reading Key Focus	Writing	Maths
There's a Viking in my Bed by Jeremy Strong	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; explain and discuss their understanding of books, poems and other material, both those that they listen to a retrieve and record information from non-fiction and those that they read for themselves; use skimming to locate the main ideas of text	NF – Explanatory NF - Persuasion simple organisational devices [for example, headings and sub-headings]; discussing and recording ideas	Statistics Geometry: Properties of Shape (inc Y4 Position and Direction)
Science (Electric Personalities)	Computing (We are co-authors)	History	Geography
-Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identifying and naming its basic parts. -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 metal with being a good conductor.	Communicators- Google docs/Pixlr -Write for a target audience using a Wiki tool. -Be aware of online issues around sending emails and using the web -Work collaboratively and share files and ideas	-What is a settlement? What important features did early settlements need? How was land used in settlements? What caused settlements to grow? How were settlements linked? What was in the name of a settlement?	Not covered in this topic.
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<ul style="list-style-type: none"> Observational drawings – portrait (pencil, pastels) Vikings 	Not covered in this topic.	Each class in the phase will teach one of these units only, see specific curriculum map for class details (some units to be taught by J. Wassell). Athletics	<i>Each class will study music for one full term during the year.</i> -Begin to sing with confidence using a wider vocal range. -Understand how mouth shapes can affect voice sounds -Begin to develop singing in tune

			<ul style="list-style-type: none"> -Sing with awareness of pulse and control of rhythm - Identify (and recognise) melodic phrases and sing them back - Recognise rhythmic patterns -Identify and recall rhythmic and melodic patterns
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
<p>Healthy lifestyles</p> <ul style="list-style-type: none"> ● Sports Day ● Healthy Eating ● Drugs and alcohol (Yr 4 upwards) 	<ul style="list-style-type: none"> -Saying colours that are useful for describing hair and eyes -Describing physical features -Describing a person's personality -Saying what they are wearing -Using 'il' and 'elle' with 'etre' and 'avoir' 	<p>RE is taught through 5 topics across the year. Opportunity for catch up lessons as needed.</p>	