

Zetland Primary School	Connected Curriculum		Key Stage: Lower Key Stage 2	Year group: Year 3 and 4	Cycle B
	Autumn : Inventors and Inventions		Spring : Anglo-Saxons and Vikings	Summer : A Walk Round Redcar	
Speaking & Listening Reading: Guided reading Non-fiction, reference books/text books, dictionaries Writing: Non-narrative Transcription, Handwriting, VGP	English	Focus Text: <i>The Iron Man, T Hughes</i>	Focus Text: <i>Bone Breaker</i> , Peter J Murray	Focus Text: <i>A Walk Round London</i>	
		Reading: Fiction: wide range	Reading: Fiction: Myths and Legends Play scripts	Reading: Fiction: wide range	
		Writing: Narratives	Writing: Myths and Legends Play scripts	Writing: Narratives	
Number Measurement Geometry Statistics Curriculum application	Maths	Number Measurement – measures, money, time Geometry Statistics	Number Measurement Geometry- shape Statistics	Number Measurement Geometry – position and direction Statistics	
Working Scientifically	Science	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. Recognise some common conductors and insulators, and associate metals with being good conductors.	Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between two 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 everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Plants 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.	
		Light 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 a solid object. Find patterns in the way that the size of shadows change.		Animals (Animals, including humans) Identify that animals 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 have skeletons and muscles for support, protection and movement. Construct and interpret a variety of food chains, identifying producers, predators and prey.	
Chronology Knowledge & Understanding Enquiry Historical terms Historical sources	History	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 Inventions	Anglo- Saxon and Scots Britain's settlement by Anglo-Saxons and Scots Vikings and Anglo-Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A Local History Study: Coasts/Redcar/ Lifeboats	
Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Geography	Locational knowledge: <i>in the context of the history topic</i> Locate the world's countries, using maps concentrating on countries and major cities.	Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of: a region of the United Kingdom / a region in a European country,	Locational knowledge: coasts Name and locate counties and cities of the United Kingdom, geographical regions and their identifying: key topographical features: coasts and rivers Geographical skills and fieldwork Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Design and Make Skills and techniques Evaluate Knowledge of 'artists'	Art and design	Drawing, painting, craft Artists and designers Design of plates and cups: abstract designs – Kandinsky/ Clarice Cliff	Drawing and painting Artists Composition: Myths and Legends - George and the Dragon- Paolo Uccello	Drawing and sculpture Designers: Sculpture in the locality	
Design Make Evaluate	Design and technology	Technical knowledge: Electrical systems Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, batteries, <i>buzzers and motors</i> .	Materials and Components: Textiles Select and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities.	Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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E- safety	Computing	<i>E- safety Using technology</i>		<i>Computer networks</i>		<i>Algorithms and programming</i>		
Speaking & Listening Reading Writing	Languages	<i>French</i>		<i>French</i>		<i>French</i>		
History of Music- knowledge & appreciation	Music		<i>Vivaldi The Four Seasons</i>			<i>Singing Percussion Sea shanties</i>	<i>Debussy</i>	
Participation, Evaluation and Improvement	Physical education	Fundamental Skills: Gymnastics Develop flexibility, strength, technique, control and balance	Cross-country /Orienteering: Take part in outdoor and adventurous activity challenges both individually and within a team.	Attacking and Defending Games: Football/Hockey Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending	Dance: Perform dances using a range of movement patterns.	Net and Wall Games: Tennis Use running, jumping, throwing and catching in isolation and in combination.	Athletics Develop flexibility, strength, technique, control and balance.	