



**Thorpe C of E Primary School**  
**Curriculum - Lower Key Stage 2 (Year 3 and 4)**

**Website**

Through Christ who strengthens us, all will flourish at our school, with *Faith, Love and Excellence*

| Our Values                   | Respect  | Kindness  | Honesty  | Responsibility   | Trust  | Resilience  |
|------------------------------|--|---|--|--|--|---|
| Amethyst (Y3)                | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
| <b>English</b>               | <p><b>F:</b> Aesop's Fables (3 weeks)<br/><i>Language of Fables</i><br/><i>Structure</i><br/><i>Moral</i></p> <p><b>NF:</b> Information Reports Stone Age (3 weeks)<br/><i>Technical vocabulary, conjunctions, subheadings</i></p> <p><b>P:</b> The Magic Box by Kit Wright (1 week)<br/><i>Descriptive language</i><br/><i>Language for effect - Alliteration</i></p> | <p><b>F:</b> Narrative The Twits (3 weeks)<br/><i>Character description</i><br/><i>Multi clause sentences</i><br/><i>(Conjunctions, prepositions, adverbs)</i></p> <p><b>F:</b> Plays The Twits (2 weeks)<br/><i>Developing a character through dialogue</i><br/><i>Features of a play script</i></p> <p><b>P:</b> Christmas poetry<br/>Scarecrow Christmas by Pie Corbett ( 1 week)<br/><i>Haikus</i><br/><i>Word families</i></p> | <p><b>F:</b> Narrative Fossil Girl (3 weeks)<br/><i>Use of speech bubbles</i><br/><i>Use of speech to show emotions</i><br/><i>Speech marks</i></p> <p><b>NF:</b> Report Writing Ichthyosaur (3weeks)<br/><i>Technical vocabulary, expressing time, place or cause through conjunctions and prepositions</i><br/><i>Grouping information into paragraphs</i></p> <p><b>P:</b> List Poems</p> | <p><b>P:</b> Spring Poetry (1 week)<br/><i>Similes and Alliteration</i></p> <p><b>F:</b> True Story of The Three Little Pigs and 3 Little wolves and the big bad pig + Traditional Tale<br/><i>Comparing different versions</i><br/><i>Different perspectives</i><br/><i>Use of speech to advance the action</i></p> <p><b>NF:</b> Persuasive Writing (2 weeks)<br/>Writing in character using 3 Little Pigs as stimulus<br/><i>Use of paragraphs</i><br/><i>Persuasive language</i></p> | <p><b>F:</b> Narrative Firework Maker's Daughter (3 weeks)<br/><i>Narrative Development</i><br/><i>Multiclaue sentences</i><br/><i>Descriptive vocabulary</i></p> <p><b>NF:</b> Mummification Diary and Howard Carter's diary (2 weeks)<br/><i>Technical vocabulary, expressing time, place or cause through conjunctions and prepositions</i><br/><i>Formal and informal language</i></p> | <p><b>F:</b> Narrative The Boy Who Grew Dragons (3 weeks)<br/><i>Narrative Development</i><br/><i>Use of humour</i></p> <p><b>NF:</b> Debating (Should you keep a dragon?) (1 week)<br/><i>Speaking and listening</i></p> <p><b>NF:</b> Instructions –Plants The Wall and the Wild (2 weeks)<br/><br/><i>Paragraphs and subheadings</i><br/><i>Instructional language</i></p> |
| <b>Maths</b>                 | <p>Place Value (3 weeks)<br/>Addition and Subtraction (3 weeks)</p>  | <p>Addition and subtraction (2 weeks)<br/>Multiplication and Division (4 weeks)</p>   | <p>Multiplication and Division (3 weeks)<br/>Length and Perimeter (2 weeks)<br/><i>Maths Link: Length and shape link to DT</i></p>   | <p>Fractions (3 weeks)<br/>Mass and Capacity (3 weeks)</p>   | <p>Fractions (2 weeks)<br/>Money (2 weeks)<br/>Time (3 weeks)</p>  | <p>Shape (2 weeks)<br/>Statistics (2 weeks)<br/><i>Maths Link to Science</i></p>  |
| <b>R.E</b>                   | <p>What's the Bible's 'big story' - and why is it like treasure for Christians?</p>  | <p>How can artists help us to understand what Christians believe and do? <b>Church visit</b></p>  | <p>JUDAISM: What are important times for Jewish people?</p>  | <p>How did Jesus change lives – and how is it 'good news'?</p>   | <p>SIKHI: What do Sikhs value?</p>   | <p>Thematic unit: How do people use creative ways to express their beliefs?</p>   |
| <b>History and Geography</b> | <p><b><u>History - The Stone Age</u></b><br/>What was new in the Stone Age?</p>  | <p><b><u>History – The Bronze and Iron Age</u></b><br/>Would you rather have lived in the Stone or Iron Ages?</p>   | <p><b><u>Geography Field Work</u></b><br/>How can we put Staines on the map?</p>   | <p><b><u>Geography Our Country Region of the UK Dorset</u></b><br/>What makes Dorset a great place for a holiday?</p>  | <p><b><u>History – Early Civilisations</u></b><br/>What can we learn from Egyptian remains?</p>  |   |
| <b>Science</b>               | <p>Animals including humans</p>  | <p>Forces and magnets</p>   | <p>Rocks</p>   |  | <p>Light</p>   | <p>Plants<br/><i>Math Link - Present data in a bar chart, table, pictogram.</i></p>   |

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| <b>Art and DT</b>                  | Drawing: The Portrait Project (first week back in school).<br><br><b>History - The Stone Age</b><br><b>Drawing &amp; Painting:</b><br>What are cave paintings?<br>What can we learn from cave paintings? | <b>DT</b><br><b>Food - <u>Cooking and Nutrition</u></b><br>Creating a dish using seasonal foods.  | <b>DT</b><br><b>Textiles – 2D and 3D shape</b><br>Making a fossil pouch.<br>Practicing a variety of stitches and choosing the most appropriate method to join their pouch.<br><br><b>Maths Link: Measure length, properties of shapes.</b> | <b>Art</b><br><b>Geography Our Country</b><br><b>Region of the UK</b><br><b>Dorset</b><br><br><b>Drawing &amp; Painting</b><br>How does Caz Scott use line and colour to represent Dorset? | <b>Art</b><br><b>History – Egypt</b><br><b>Digital art, Drawing &amp; Mixed Media (painting)</b><br>Which formal elements of colour, line, shape, textures and patterns are used in Egyptian art?     | <b>Structures</b><br><br>Making a shell structure using computer aided design (nets)  |
| <b>Computing and French</b>        | How do I greet someone in French?<br>Year 3 French: Rigolo 1 Unit 1<br>Bonjour!  | <b>What is the internet?</b><br>Computing systems and networks:<br>Networks and the internet<br><i>Use to research the Bronze/Iron Age.</i><br><br>Online safety lesson 1 and 2 | <b>How can I program my own computer game with a loop</b><br>Programming: scratch<br><br>Online safety lesson 3 and online safety week.  | How do I identify members of my family?<br>Rigolo 1 Unit 5: Rigolo Unit 5<br>Ma Famille.   | How do I say the date and when my birthday is?<br>Rigolo 1 Unit 6: Bon Anniversaire!<br><small>NB Numbers 11-20 to be taught via continuous provision throughout the year prior to this unit.</small> | <b>How can we make a film trailer?</b><br>Creating Media – Video trailers<br><br>Online safety lesson 4 and 5.  |
| <b>PE</b><br><b>Cogs and Focus</b> | <b>Term 1 Personal</b><br>Real PE Unit 1 (3 weeks)<br>Footwork coordination and Static Balance<br><br>Get set 4 PE – <b>Basketball</b> (3 weeks)   | <b>Term 2 Social</b><br>Real PE Unit 2<br>Jumping and Landing<br>Seated static Balance<br><br>Get set 4 PE – <b>Dodgeball</b> (3 weeks – lesson 1-3)                            | <b>Term 3 Cognitive</b><br>Real PE Unit 3<br>Dynamic Balance on a line and coordination with ball skills<br>Get set 4 PE – <b>Handball</b> (3 weeks – lesson 1-3)  | <b>Term 4 Creative</b><br>Real PE Unit 4<br>Sending and receiving and counterbalance with a partner.<br>Get set 4 PE – <b>Hockey</b> (3 weeks – lesson 1-3)                                | <b>Term 5 Physical</b><br>Get set 4 PE - Athletics  | <b>Term 6 Health and Fitness</b><br>Real PE Unit 6<br>Agility with ball chasing and static balance<br><br>Get set 4 PE – <b>Tennis</b> (3 weeks – lesson 1-3)                           |
|                                    | Real Gym<br>Travel<br>Mapping Pathways (hand apparatus)<br>Rotation sequences with partner work.   | Twinkle Toes<br>Stone age topic link. (on 365)<br><br>Can use Get set 4 PE to supplement.   | Real Gym<br>Flight sequences with low apparatus<br>Balance – climbing sequences.   | Real Dance (3 weeks)<br><br>OAA on Get Set 4 PE (3 weeks – lesson 1-3)   | Real PE Unit 5<br>Agility with reaction and response and static balance floor work<br>Get set 4 PE – <b>Golf</b> (3 weeks – lesson 1-3)   | Swimming  |
| <b>Music and PSHE</b>              | Y3 Be Yourself   | Y4 Diverse Britain<br><br>Three Little Birds<br>Reggae<br><br>Who was Bob Marley and what was his musical style?  | Y3 Aiming High   | Y4 Growing Up<br><br>Bringing us Together (Link to PSHE Summer 1)<br>Disco<br><br>Can you sing a 2-part song and follow musical directions?  | Y3 TEAM   | Y4 It's My Body<br><br>Reflect, Rewind and Replay<br>Western Classical Music<br><br>Can you identify a piece of classical music and say how it makes you feel using musical vocabulary? |
| <b>Additional songs and events</b> |  | Christmas Carol Concert   |  | Easter Songs   |   |   |

