**St. Brendan’s Catholic Primary School**

**Cycle 2 Curriculum Framework Overview Year 3 and 4 2021-2022**

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|  | AUTUMN TERM 1ST Half | AUTUMN TERM 2ND Half | SPRING TERM 1ST Half | SPRING TERM 2ND Half | SUMMER TERM 1ST Half | SUMMER TERM 2ND Half |
| RECome and See | PeopleWhere do I come from? | CalledWhat does it mean to be called and chosen?Judaism | GiftWhat’s so special about gifts? | CommunityWhat makes community? | Giving and ReceivingWhat’s more important – giving or receiving? | Self-DisciplineIs self-discipline important in life? | New LifeWhat’s so important about new life?Hinduism | Building BridgesWhy are bridge builders important in life? | God’s PeopleWhy do some people do extraordinary things |
| School BIG question Year Group Line of Enquiry  | **Climate Change**  | **What Can I find?**  | **How do we use water?**  | **People of our Time?**  | **This land is our land – animal focus** | **Local geography/history study** |
| **Why do Countries have Different Climates?**  | **Explore at Sea or Land Through the Ages (Columbus, Drake)** | **Water cycle – What is Europe Doing to Prevent Climate Change?**  | **Influential People Through the Ages – Einstein, Marie Curie, Boudicca, Caesar)** | **Deserts – hot/cold** | **The Steelworks**  |
| English | Stories from other Cultures, Poetry – creating image, Persuasive Letter Writing | Diary entryNewspaper Report | InstructionsPoetry – exploring form | Non Chronological reportPlayscript / legends | DilemmaNarrative Poetry | Author FocusHistorical Fiction |
| Quality Text | How can I help the World by Jenny Alexander; The Colour of Home - Mary Hoffman; The Hunter - Paul Geraghty | Who Was Christopher Columbus by Bonnie Bader; The Adventures of Odysseus - Hugh Lupton | Why Water's Worth it by Lori Harrison; Song of the Dolphin Boy - Elizabeth Laird; Greta's Story - Valentina Camerini | Little Flame and The Great Queen: The Story Of Boudicca by Tony Bradman | The Cold book by Mike Goldsmith and The Hot book by Mike Goldsmith | Corby and Rockingham Forest by Peter Hill |
| Maths | Place valueAddition and Subtraction | Multiplication and divisionFurther multiplication and division | Further multiplication and divisionMeasure | Fractions and decimalsTime | GraphsAngles | Shape Money |
| Science | Living Things and Their Habitats | States of Matter | Electricity | Light and Sound |
| Computing | Computer systems and networks | Animation | Desktop publishing | Branching databases | Programming A – Sequence in Music | Programming B – Events and actions |
| Geography | Physical and natural geographical featuresEquator and hemispheres | Comparing CountriesArtic circle / Antarctica | Physical geography – rivers, lakes, seas, settlements and land use. |  | Comparing Antartica and Egypt deserts. | Local locality and how human features have changed |
| History |  | Investigating and interpreting the pastUse original ways to present information.Ranulph Fiennes, Francis Drake, Ferdinand Magellan, Christopher Columbus, Alastair Humphreys |  | Looking at the main changes during a period of time and using dates and times accurately.Influential people:-Marie CurieJulias CaesarQueen Elizabeth IBoudiccaAlessandro VoltaRichard Arkwright |  | Main changes during a period of time in Corby throughout the 1900’s |
| Art | PaintingLast chance to paint | Studying work of Dioscoro Puebla- creating own art work based on his painting. | Create own art work based on Insects and on the art work of Louise Bourgeois and Jennifer Angus. | Collage. (coiling) | Textiles | Making a sculpture of the Corby Steel Man |
| Design & Technology | Creating Weather stations |  | Create a design for the perfect electric car. | Levers and mechanisms - Sir Richard Arkwright  |  |  |
| Music | Soundscapes | African drumming | Rhythm and pitch links with formal notation | Modes and drones links to fanfare | Creative responses to a composer – Beethoven’s 5th | Scales and pentatonic  |
| MFL | Getting to know the class | Days in the town | Alien family and other animals | Aliens, physical puppets and performance | Ice creams, fruit and vegetables | Going on a jungle journey |
| Physical Education | Real PE – personal/social | Real Gym | Real PE – social/cognitive | Real Dance | Real PE – cognitive/creative | Real PE – physical/health and fitness |
| PSHE |  |  |  |  |  |  |
| SMSC Links | Willingness to reflect on experiences | Use imagination and creativity in their learning | Recognise the difference between right and wrong | Understanding the appreciation of a range of different activities | Sense of enjoyment and fascination in learning about themselves | Interest in investigation and offering reasoned views |