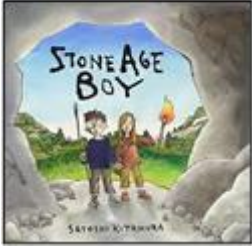
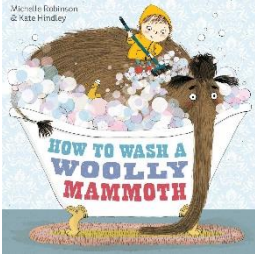
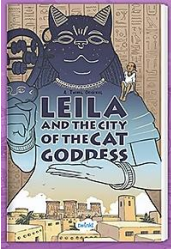

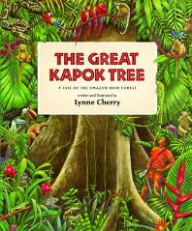
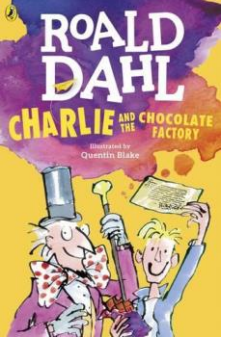


Whole School Overview by Year Group Cycle B

Year 3 4 Maple	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Value	Respect	Peace	Creativity	Patience	Generosity	Compassion
Topic	The Stone Age		The Egyptians		The Rainforest	
Trip/Event/Milestone moment	Stone Age History Man PATIENCE	Pilgrimage to St Mary's Church PEACE	"Fit for a Pharaoh" Cooking event Trip to the Ashmolean FRIENDSHIP	Create chocolate gifts for the local care home GENEROSITY	Watching new growth through a "Flower Wellies" project HOPE	Visit the living rainforest and create short film about how to save it ASPIRATION
English: Core text/ cross-curricular link	 Stone Age Boy	 How to wash a woolly mammoth by Michelle Robinson	 Leila and the cat goddess	 Marcy and the Riddle of the Sphinx by Joe Stanton	 The Great Kapok Tree by Lynne Cherry	 Charlie and the Chocolate Factory
Fiction Mastery	Description of a Stone Age scene Innovation	Short story inspired by Stone Age boy	Story writing from the point of view of the cat goddess	Innovate – Children to change a different fear, character or event	Issues and dilemmas	Creating new characters Journey -
Non-fiction Mastery	Diary writing from the perspective of a stone age child	Instructions – How to wash a woolly mammoth	News report - The discovery of Tutankhamun	Playscripts linked to Egyptian play	Information writing – fact file on rain forests Persuasive writing – How to save our rainforests and why it's important Explanation texts	Instructions of making chocolate/biscuit bars Persuasive adverts to buy the chocolate bars
Poetry		Special effects: similes, metaphors, personification	Syllabic poems: Cinquain, Kennings, haiku poems			
Consolidation of text types	Recounts	Persuasive writing Persuasive adverts	Myths and legends	Diary writing	Fact file of the rainforests	Information writing

Basic skills	Year 3	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place
	Year 4	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	subordinate clauses and positioning of them, prepositions and adverbs for time and place, standard English verb inflections	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns
Whole Class Reading Texts		Stone Age Boy	Stig of the dump	Leila and the city of the cat goddess	Marcy and the Riddle of the Sphinx	The Great Kapok Tree	Charlie and the Chocolate Factory
Maths:		Place value Mental addition and subtraction Written methods for addition and subtraction Mental strategies for multiplication and division	Written methods for multiplication and division Fractions Money	Length Problem solving Time Shape Data- bar charts	Position and direction Weight Fractions	Interpreting data Fraction calculations	Capacity Calculations Problem solving
Key Areas	RE	<p>Is a Hindu child free to choose how to live?</p> <p>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</p> <p>g) How should people's religious and other beliefs,</p>	<p>Is light a good symbol for celebration?</p> <p>c) In what different ways do people worship and what difference does this make in their lives?</p> <p>d) What makes some occasions in life significant and how and why are these</p>	<p>U.C 2A.4 GOSPEL</p> <p>What kind of world did Jesus want?</p> <p>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</p> <p>f) What is it about key religious figures</p>	<p>U.C 2A.5 SALVATION</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</p>	<p>U.C. 2A.6 KINGDOM OF GOD</p> <p>When Jesus left what was the impact of Pentecost?</p> <p>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</p>	<p>Does prayer change things?</p> <p>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</p> <p>c) In what different ways do people</p>

	<p>values and attitudes influence their personal lives and is it possible to live up to this?</p> <p>h) How do religious families and communities practice their faith and how is this seen in local communities?</p> <p>Hinduism, belief, commandments</p> <p>OD Scheme Year 3 Unit 3 (Hindu) Spring 1</p>	<p>recognised and celebrated?</p> <p>h) How do religious families and communities practice their faith and how is this seen in local communities?</p> <p>Hindu/Christianity/Judaism/Advent/Divali/Chanukah</p> <p>OD Scheme Year 3 Unit 2 Autumn 2</p> <p>Visit St.Mary's Church, Witney</p>	<p>that make them inspirational for religious believers?</p>	<p>Whole School Easter Pause Day – Easter witnesses</p>	<p>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</p>	<p>worship and what difference does this make in their lives?</p> <p>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</p> <p>Christianity/Hindu/Prayer</p> <p>OD Scheme Year 4 Unit 6</p>
<p>Science</p>	<p>Sound</p> <p>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</p>	<p>Electricity</p> <p>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</p>	<p>Forces and magnets</p> <p>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</p>	<p>States of matter</p> <p>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</p>	<p>Animals / All living things and their habitats</p> <p>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.</p>	<p>Working scientifically</p>

		and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.	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.	materials and not others Magnets 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	(°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		
	HISTORY/GEOG	Stone Age and world exploration		Egyptians		The Rainforest	
PE	Real PE personal Football/Rugby	Real PE social Dance	Real PE cognitive Multi skills unit	Real PE creative Gymnastics	Real PE Physical Chance to shine cricket	Real PE Health and Fitness Swimming	
Music	Musical songs		Charanga		Rhythm		
Computing	E-safety	Presentation skills	Scratch	Roamers	Presentation skills	Data bases	
ART/DT	Year 3 – Prehistoric art Exploring prehistoric art Charcoal animals Prehistoric palette Painting on a cave wall		Year 3 – Formal elements of art Seeing simple shapes Geometry Working with wire The four rules of shading		Year 3 – Art and design skills Sketchbooks Carl Giles Tints and shades Drawing		

	Hands on a cave wall		Shading from light to dark Year 3 – Craft Weaving – Easter themed		Craft and design craft puppets	
MFL – Mandarin	Chatting in Chinese Exploring festivals and celebrations	The Chinese writing system Days of the week	The Chinese zodiac Age	Months of the year Family and pets	History of Chinese characters All about me	Review
PSHE linked to values	Inside Out	Inside Out	Inside Out	Inside Out	Inside Out	Inside Out
Global Citizenship links e.g. Fair trade and justice Human rights Sustainable development Participative learning Peace Education Race Equality Media Awareness	E-safety – media awareness				European countries – race equality Living things – Environmental changes	Plants and evolution – Sustainable development Voyages of discovery