



Curriculum - Sapphire Class (Year 3 & 4) - Cycle B

Sapphire Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	What do you know about inventors, robots & machinery?	What does it mean to be rich?	Who cares about the rainforest?	Can you solve the Egyptian mystery?	Can you find the thief?	What's your favourite food?
Core Texts	 The Lost Thing - Shaun Tan	 The Paperbag Prince - Colin Thompson	 The Great Kapok Tree - Lynne Cherry	 The 5,000-Year-Old Puzzle - Claudia Logan	 The Highland Falcon Thief - M.G Leonard & Sam Sedgman	 World of Food: A delicious discovery of the foods we eat - Sandra Lawrence
Maths NCETM	Adding and subtracting across 10 Numbers to 1,000 Additive relationships and securing mental calculation	Additive relationships and securing mental calculation Column addition Column subtraction 2, 4, 8 times tables	2, 4, 8 times tables Understanding and manipulating multiplicative relationships	Unit Fractions Non-unit Fractions	Non-unit fractions Fractions greater than 1 Right angles	Perimeters and right angles Co-ordinates Time Divisions with remainders
Science – EduKent	Animals including Humans	Animals including Humans	Forces and Magnets		Rocks	States of Matter
History – Kapow Geography – Kapow	Why do people live near volcanoes?	How have children's lives changed?	Why are rainforests important to us?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya impact their society and beyond?	Where does our food come from?
Design & Technology – Kapow Art & Design – Kapow	Sculpture and 3D: Abstract shape & space	Mechanical Systems: Making a slingshot car	Electrical Systems: Torches	Craft & Design: Ancient Egypt Scrolls	Craft & Design: Fabric of nature	Cooking & Nutrition: Eating seasonally
PE – Core Real PE	<u>Personal Cog</u> Coordination (footwork) Static Balance (one leg)	<u>Social Cog</u> Dynamic Balance to Agility (jumping & landing) Static Balance (seated)	<u>Cognitive Cog</u> Dynamic Balance (on a Line) Coordination (ball skills)	<u>Creative Cog</u> Coordination (sending and receiving) Counter Balance (with a partner)	<u>Physical Cog</u> Agility (reaction / response) Static Balance (floor work)	Health & Fitness Cog Y3 Agility (ball chasing) Static Balance (stance)
PE - Real Dance / Real Gym	<u>Real Gym</u> Travel (mapping pathways) Rotation (rotation sequences)	<u>Real Dance</u> Dance Skills	<u>Real Gym</u> Flight (Flight sequences) Balance (Climbing Sequences)	<u>Real Dance</u> Artistry, Partnering, Circles & Shapes Dance Skills	Athletics	OAA, Swimming & Athletics
Music - Kapow	Developing Singing Technique (Theme: Vikings)	Body and Tuned Percussion (Theme: Rainforests) Vocal Learning for Carol Service	Pentatonic Melodies and Composition (Theme: Chinese New Year)	Changes in Pitch, Tempo and Dynamics (Theme: Rivers) Vocal Learning for Easter Service	Traditional Instruments and Improvisation (Theme: India)	Samba and Carnival Sounds and Instruments
Computing - NCCE	Data and Information BRANCHING DATABASES	Data and Information DATA LOGGING	Creating Media DESKTOP PUBLISHING	Creating Media PHOTO EDITING	Programming EVENTS AND ACTIONS IN PROGRAMS	Programming REPETITION IN GAMES
Computing - Online Safety	Health, Wellbeing & Lifestyle	Privacy & Security	Online Reputation & Online Bullying	Privacy & Security	Self-Image & Identity	Online Reputation & Online Bullying
Religious Education - ESCC Agreed Syllabus	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe that God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, what was the impact of Pentecost?	How and why do people mark the significant events of life?
Personal, Social, Health & Economic education (PSHEe) Let's Talk	Resilience	Respectful Relationships	Mental Wellbeing	Health Education	Caring Friendships	Living in the Wider World
French - Language Angels	La Phonétique (Phonics & Pronunciation)	Les Animaux (The Animals)	Les Formes (The Shapes)	Les Saisons (The Seasons)	Les Legumes (The Vegetables)	Les Glaces (The Ice-creams)