LONG TERM CURRICULUM PLAN - YEAR 3/4

YEAR A	Autumn - Discover	Spring - Explore	Summer - Create
English	Colourful Semantics-2 weeks Non-Fiction: Information Text **Penguins** Outcome: To write an information text about a different group of animals/people/objects of interest. Fiction: Finding Tale **The Snow Globe by Marita Conlon-McKenna (from Beyond the Stars)** Outcome: To create a story based around a magical object. Christmas Fiction Film Text: paragraph focus **Mog's Christmas Calamity** Outcome: Group story of the film.	Colourful Semantics-2 weeks Fiction: Folk Tale / Fairy Tale **Cinderella of the Nile by Beverly Naidoo** Outcome: To write a new version of Cinderella, including a different setting and 'back story' to the original. Non-Fiction: Diary, email, letters **Rainforest Rough Guide** Outcome: Write a class rough guide entry about an imaginary expedition to a different environment Poetry: Listing, Sibilance, Alliteration **Beachcomber by George Mackay Brown** Outcome: To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.	Colourful Semantics-1 week Fiction: Quest Story **Arthur and the Golden Rope** Outcome: To write a quest story as one of the Brownstone family members Non-Fiction: Interview **Interview with a Tiger and Other Clawed Beasts Too** Outcome: To write interviews with other creatures Poetry: To create an intended effect using a range of poetic devices. **A Passing on of Shells by Simon Lamb** Outcome: To write their own poems experimenting with different stimuli and 'restrictions' in form (in 50 words).
Re-Think Reading	**Author Study** on Road Dahl (Roald Dahl Day-13th September) So You Want To Be An Owl by Jane Porter Short too! By Kevin Crossley-Holland The colours of history by Clive Gifford Otter Chaos by Philip Reeve All the King's tights by Maudie Smith Children who Changed the World by Marcia Williams	**Author Study** on Jeff Kinney (Diary of a Wimpy Kid) Birdsong by Katya Balen The Day You Begin by Jacqueline Woodson What you need to be warm by Neil Gaiman Amazing Animal Journeys by Chris Packham After the Fall by Dan Santat	**Author Study** on Jill Murphy (The Worst Witch series) Once Upon A Wild Wood by Chris Riddell Betsey Biggalow is Here! By Malorie Blackman Yours Sincerely Giraffe by Megumi Iwasa Town is by the Sea by Joanne Schwartz Super Small: Miniature Marvels of the Natural World by Tiffany Stone A Child's Garden of Verses by Robert Louis Stevenson
Class Reads	The Ancient Greek Mysteries by Saviour Pirotta & Freya Hartas Greek Myths by Marcia Williams Beasts of Olympus: Beast Keeper by Lucy Coats & David Roberts	The Egyptian Cinderella by Shirley Climo & Ruth Heller Egyptology: Search for the Tomb of Osiris by Dugald Steer Flat Stanley: The Great Egyptian Grave Robbery by Sara Pennypacker & Jon Mitchel Secrets of a Sun King by Emma Carroll	The Street Beneath my Feet by Charlotte Guillian The Iron Man by Ted Hughes The Puffin Keeper by Michael Morpurgo Tiger, Tiger Burning Bright by Fiona Waters
Maths NCETM	Adding and subtracting across 10 Numbers to 1,000 Manipulating the additive relationship and securing mental calculation Column addition and subtraction 2, 4, 8 times tables	2, 4, 8 times tables Understand and manipulating multiplicative relationships Unit fractions Non-unit fractions	Non-unit fractions Fractions greater than 1 Division with remainders Right angels Perimeter
Science	Rocks Forces and Magnets	Light	Plants Animals including humans

`

History	**Ancient Civilisations** **Ancient Egypt** (the achievements of the earliest civilizations – an **overview** of where and when the first civilizations appeared and **a depth study** of Ancient Egypt)	**Ancient Greece** (Ancient Greece – a study of Greek life and achievements and their influence on the western world)	
Geography		**Athens and Central Greece** (a region in a European country)	**<u>Skills and Fieldwork</u>** **<u>Charmouth, Dorset (Jurassic Coast)</u>**
Art	**Surface & Colour** **Working with Shape & Colour** **Disciplines:** Printmaking (Stencil/Screen Print), Collage **Medium:** Paper, Printmaking Ink, Stencils & Crayons **Artist:** Henri Matisse, Claire Willberg **Outcome:** A creative response to an Ancient Egyptian painting.		**Working in 3D** **Telling Stories through Drawing and Making** **Disciplines:** Drawing, Sculpture, Sketchbooks **Medium:** Paper, Drawing Materials, Modelling & Construction Materials (clay, plasticine) **Artists:** Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake **Outcome:** To make a sculptural representation of a Roald Dahl character. **The Art of Display** **Disciplines:** Sculpture, Creative Thinking Sketchbooks **Medium:** Clay, Paper, Drawing Materials, Various Modelling & Construction Materials **Artists:** Anthony Gormley, Yinka Shonibare, Thomas J Price **Outcome:**
DT		**Structures: Shell structures using CAD** **Outcome:** To make an Easter basket.	**Healthy and Varied Diet** **Outcome:** To look at food grown locally and create a dish based upon this.
Computing Teach Computing	**<u>Programming A – Sequencing Sounds</u>** This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Learners also apply stages of program design through this unit. **<u>Programming B – Events and Actions in Programmes</u>** This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing.	**<u>Creating Media – Stop Frame Animation</u>** Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	**<u>Programming A – Repetition in Shapes</u>** This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. **<u>Programming B – Repetition in Games</u>** This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity where learners can discover similarities between two environments. Learners then look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition.

`

<table>
<tr><td></td><td colspan="2">Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines.</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Wider Curriculum Computing</td><td colspan="6"><u>Data and Information – Branching Databases (Maths, Science)</u>
Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

<u>Creating Media – Photo Editing (Art, History, Geography)</u>
Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</td></tr>
<tr><td>Digital Literacy / Online Safety elim planning</td><td colspan="2"><u>Autumn Term A - ‘I am Kind and Responsible’ – Agreement and Kindness</u>
➢ I contribute to shared e-safety rules and use them to make good choices,
➢ I use the safety features of apps, games and websites as well as reporting concerns to an adult.
➢ I use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult.
➢ I comment positively and respectfully when I use different technologies

<u>Autumn Term B - ‘I am Kind and Responsible’ – Kindness/Evaluating Content/Reporting and Supporting</u>
➢ I describe the ways that people get bullied when they use different technologies and consider what I post.
➢ I use search tools to find appropriate information and decide whether I can trust it.
➢ I identify key words to use when searching safely online and think about the reliability of information I find.
ActiveBYTES KS2 Autumn Assembly 1
OR KS2 Autumn Assembly 3 (alternate to avoid repetition through KS2)
I am kind and responsible
Anti-Bullying Week.</td><td colspan="2"><u>Spring Term A - ‘I am Safe and Secure’ – Privacy/Relationships</u>
➢ I use a secure password and explain why they are important.
➢ I protect my personal information when I do different things online.
➢ I know that anything I share online will stay there to be seen and used by others.
➢ I make safe choices when using technology to communicate responsibly with others.

<u>Spring Term B - ‘I am Safe and Secure’ – Privacy/Relationships and Protecting Devices</u>
➢ I participate safely and responsibly in a secure online community.
➢ I explain why I need to ask a trusted adult before downloading files and games from the internet.

ActiveBYTES KS2 Spring Assembly 1
OR KS2 Spring Assembly 3 (alternate to avoid repetition through KS2)
I am safe and secure

Safer Internet Day.</td><td colspan="2"><u>Summer Term A - ‘I am Healthy’ – Lifestyle Choices and Self Image</u>
➢ I identify images which have been digitally altered.
➢ I identify adverts online, including those within Google searches.
➢ I explain how digitally altered images in the media make me feel.
➢ I ignore or close adverts that appear on my device and explain my reasons.

<u>Summer Term B - ‘I am Healthy’ – Age Appropriate and Lifestyle Choices</u>
➢ I use age-appropriate apps, games and websites from a list I have agreed with others.
➢ I make good choices about when and why I use devices.
➢ I choose apps, games and websites that are appropriate for my age and explain my reasons to my friends.
➢ I tell my friends about the sensible choices I make about when and why I use devices.

ActiveBYTES KS2 Summer Assembly 1
OR KS2 Summer Assembly 3 (alternate to avoid repetition through KS2)
I am healthy – Self image</td></tr>
<tr><td>REAL PE
REAL Gym</td><td>REAL PE unit 1- Personal Coordination: footwork

Static balance: One leg</td><td>REAL PE unit 2- Social Dynamic balance to agility: Jumping and landing</td><td>REAL PE unit 3- Cognitive Dynamic balance: On a line

Coordination: Ball skills</td><td>REAL PE unit 4- Creative Coordination: Sending and receiving</td><td>REAL Gym unit 1- Applying physical

Travel and rotation</td><td>REAL Gym unit 2- Health and fitness

Flight and balance</td></tr>
</table>

`

		Static balance: Seated		**Counter balance:** With a partner		or **Dance (unit 1)**
Sports Coach	**Multi skills**	**Team/ invasion games**	**Gym/Dance**	**Net and Wall games**	**Athletics**	**Striking and fielding**
Discovery RE	**Theme:** 99 names of Allah **Key Question:** How special is Allah to Muslims? **Religion:** Islam	**Theme:** Christmas **Concept:** Incarnation **Key Question:** Has Christmas lost its true meaning? **Religion:** Christianity	**Theme:** Jesus' Miracles **Concept:** Incarnation **Key Question:** Could Jesus heal people? Were these miracles or is there some other explanation? **Religion:** Christianity	**Theme:** Easter - Forgiveness **Concept:** Salvation **Key Question:** What is 'good' about Good Friday? **Religion:** Christianity	**Theme:** The Prophet Muhammad **Key Question:** How important is the Prophet Muhammad to Muslims? **Religion:** Islam	**Theme:** The Qur'an **Key Question:** How does the Qur'an influence Muslims today? **Religion:** Islam
PSHE Jigsaw	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing me
Music Sing Up!	Kaboom resources – body percussion/cups/drumsticks Monsters Monsters – Recorder Unit (Sing Up) Harvest Songs European Day Christmas Carol Service		Mangrove Twilight (Sing Up – Year 3 Unit) World Book Day		My fantasy football team (Sing Up – Year 4 Unit) May Day celebrations Sports Day/Residential BBC Ten Pieces Summer Concert	
French	**Year 3** Greetings, Numbers, Colours The Calendar and Celebrations	**Year 4** Welcome to School Bonfire Night, Classroom commands, Places in town, Christmas shopping	**Year 3** Animals Carnival, Using Numbers, Easter Time	**Year 4** Epiphany, Family Tree, Family faces Face and Body Parts	**Year 3** Fruits and Vegetables and Hungry Giant Going on a Picnic	**Year 4** Feeling Unwell and Jungle Animals The Weather, Ice-creams, Language Puzzle
Enrichment Visit Visitor	'Egyptian Adventures' in-school workshop from Somerset Museum Egyptian Day at school Archie Project				Charmouth geography fieldwork Walk to the monument Year 3 – Sleepover in school Year 4 – Kilve	
Enrichment weeks	Art Week		Healthy Living (linked to Safer Internet Day) 'Bringing the Theatre to the children' visiting Theatre Company (M & M Productions)		Environment Week	

`

LONG TERM CURRICULUM PLAN - YEAR 3/4

YEAR B	Autumn - Discover	Spring - Explore	Summer - Create
English	Colourful Semantics-2 weeks Non-Fiction: Non-Chronological Text as Letters **Ask Dr K Fisher about Animals** Outcome: To write another letter and response. Fiction: wordless picture book – Finding Tale **Flotsam** Outcome: To wrote a shortened version of the book Fiction: Losing Tale/ Historical Fiction **Escape from Pompeii** Outcome: To re-write the story in the first person as one of the main characters.	Colourful Semantics-2 weeks Fiction: Voyage and Return / Quest Story **Jack and the Dreamsack** Outcome: To write a fantasy story in the style of the text. Non-Fiction: Explanation **Until I Met Dudley** Outcome: To create a new explanation in both forms for an everyday object. Poetry: Imagery, Metaphor, Rhyme, Alliteration **Carry Me Away by Matt Goodfellow** Outcome: To write a poem about an animal experimenting with some of the poetic devices learnt Fiction: Myths and Legends **Myth Atlas** Outcome: To write a myth based on one of the characters from one of the cultures in the book.	Colourful Semantics-1 week Fiction: Finding Tale **The Paperbag Prince** Outcome: To write a story set in a run-down setting in which something changes for the better and improves the main character's life. Non-Fiction: Biography **Fantastically Great Women Who Changed the World** Outcome: To write a biography of a famous person. Poetry: Poetic Prose **A River by Marc Martin** Outcome: To wrote about a journey through different landscapes using similarly poetic language
Re-Think Reading	**Author Study** on ➢ Andy Shepherd Charlotte's Web-E.B.White The Hodgeheg-Dick King-Smith The Stone Age Boy-Satoshi Kitamura Tropical Rainforests (Amazing Habitats)-Leon Gray The Frozen Man by Kit Wright A Jar of Pickles and a Pinch of Justice: Stories from India by Chitra Soundar	**Author Study** on ➢ Ted Hughes Out for the Count-Anne Fine Penguins-Penelope Arlon Squishy McFluff-Pip Jones Eye-Popping Plant Part Facts-Paul Mason The Cat, The Dog, Little Red, The Exploding Eggs, The Wolf And Grandma's Wardrobe by Diane and Christyan Fox The Julian Stories by Ann Cameron	**Author Study** on ➢ David Walliams The Pea and The Princess by Mini Grey The Penguin in Lost Property by Jan Dean Welcome to the Rock Pool (Living Things and Their Habitats) by Ruth Owen The day the crayons quit- Drew Daywalt Weeds by Norman Nicholson
Class Reads	Stig of the Dump by Clive King How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley The Secrets of Stonehenge by Mick Manning & Brita Granström The Thieves of Ostia by Caroline Lawrence Romans on the Rampage by Jeremy Strong	Einstein the Penguin by Lona Rangeley Charlotte's Webb by E B White Into the Volcano by Catherine Ard	Escape from Pompeii by Christina Balit The chronicles of Narnia by C S Lewis The Boy at the Back of the Class by Onjali Q Rauf Terrible True Tales Romans by Terry Deary
Maths NCETM	Adding and subtracting across 10. Numbers to 1000	Numbers to 10,00 Column addition and subtraction 3,6,9 times tables	7 times table and patterns Fraction review Unit fractions Non-unit fractions Fractions greater than 1

`

			Parallel and perpendicular sides in polygons Symmetry in 2D shapes
Science	Electricity States of Matter	Sound	Living things and their habitats Animals including humans (Teeth and the Digestive System)
History	**changes in Britain from the Stone Age to the Iron Age** (an overview only) **The Roman Empire and its Impact on Britain**		
Geography		**South-West England** (a region in the UK)	**<u>Skills and Fieldwork</u>** **<u>Wellington</u>**
Art	**Drawing & Sketchbooks** **Gestural Drawing with Charcoal** **Disciplines:** Drawing, Sketchbooks **Medium:** Charcoal, Paper, Body **Artists:** Heather Hansen, Laura McKendry, Edgar Degas **Outcome:** To create a charcoal drawing full of energy and drama.		**Surface & Colour** **Cloth, Thread and Paint** **Disciplines:** Painting, Sewing, Drawing, Sketchbooks **Medium:** Fabric (Calico), Paint, Thread **Artists:** Alice Kettle, Hannah Rae **Outcome:** To create a picture of a habitat / landscape.
DT		**Electrical Systems: Simple programming and control** **Electrical Systems: Simple Circuits and Switches** **Outcome:** To create a working light.	**Textiles:** 2D shape to 3D product **Outcome:** To create a pencil case.
Computing Teach Computing	**<u>Computing Systems and Networks – Connecting Computers</u>** Challenge your learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches. **<u>Computing Systems and Networks – The Internet</u>** In this unit, pupils will explore how a network can share messages with another network to form the internet. They will consider some of the network devices involved in this, such as routers, and then discuss what we should keep in and out of a network to keep safe. They will use this understanding to help explain how the internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages.	**<u>Data and Information – Data Logging</u>** In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	**<u>Creating Media – Desktop Publishing</u>** During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.
Wider Curriculum Computing	**<u>Creating Media – Audio Production (English, History, Geography, RE)</u>** Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.		

`

<table>
<tr><td>Digital Literacy / Online Safety elim planning</td><td colspan="2"><u>Autumn Term A - ‘I am Kind and Responsible’ – Agreement and Kindness</u>
➢ I contribute to shared e-safety rules and use them to make good choices,
➢ I use the safety features of apps, games and websites as well as reporting concerns to an adult.
➢ I use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult.
➢ I comment positively and respectfully when I use different technologies

<u>Autumn Term B - ‘I am Kind and Responsible’ – Kindness/Evaluating Content/Reporting and Supporting</u>
➢ I describe the ways that people get bullied when they use different technologies and consider what I post.
➢ I use search tools to find appropriate information and decide whether I can trust it.
➢ I identify key words to use when searching safely online and think about the reliability of information I find.

ActiveBYTES KS2 Autumn Assembly 2
OR KS2 Autumn Assembly 4 (alternate to avoid repetition through KS2)
I am kind and responsible

Anti-Bullying Week.</td><td colspan="2"><u>Spring Term A - ‘I am Safe and Secure’ – Privacy/Relationships</u>
➢ I use a secure password and explain why they are important.
➢ I protect my personal information when I do different things online.
➢ I know that anything I share online will stay there to be seen and used by others.
➢ I make safe choices when using technology to communicate responsibly with others.

<u>Spring Term B - ‘I am Safe and Secure’ – Privacy/Relationships and Protecting Devices</u>
➢ I participate safely and responsibly in a secure online community.
➢ I explain why I need to ask a trusted adult before downloading files and games from the internet.

ActiveBYTES KS2 Spring Assembly 2
OR KS2 Spring Assembly 4 (alternate to avoid repetition through KS2)
I am safe and secure

Safer Internet Day.</td><td colspan="2"><u>Summer Term A - ‘I am Healthy’ – Lifestyle Choices and Self Image</u>
➢ I identify images which have been digitally altered.
➢ I identify adverts online, including those within Google searches.
➢ I explain how digitally altered images in the media make me feel.
➢ I ignore or close adverts that appear on my device and explain my reasons.

<u>Summer Term B - ‘I am Healthy’ – Age Appropriate and Lifestyle Choices</u>
➢ I use age-appropriate apps, games and websites from a list I have agreed with others.
➢ I make good choices about when and why I use devices.
➢ I choose apps, games and websites that are appropriate for my age and explain my reasons to my friends.
➢ I tell my friends about the sensible choices I make about when and why I use devices.

ActiveBYTES KS2 Summer Assembly 2
OR KS2 Summer Assembly 4 (alternate to avoid repetition through KS2)
I am healthy – Self image</td></tr>
<tr><td>REAL PE
REAL Gym</td><td>Real Gym unit 1- Personal

Balance and rotation</td><td>REAL Gym unit 2- Social

Flight and travel
or
Dance (unit 1)</td><td>REAL PE unit 3- Cognitive
Dynamic balance: On a line

Coordination: Ball skills</td><td>REAL PE unit 4- Creative
Coordination: Sending and receiving

Counter balance: With a partner</td><td>REAL PE unit 5- Applying physical
Agility: Reaction/ response

Static balance: Floor work</td><td>REAL PE unit 6- Health and fitness
Agility: Ball chasing

Static balance: Stance</td></tr>
<tr><td>Sports Coach</td><td>Multi skills</td><td>Team/ invasion games</td><td>Gym/Dance</td><td>Net and Wall games</td><td>Athletics</td><td>Striking and fielding</td></tr>
<tr><td>Discovery RE</td><td>Theme: Beliefs and Practices
Key Question: How special is the relationship Jews have with God?
Religion: Judaism</td><td>Theme: Christmas
Concept: Incarnation
Key Question: What is the most significant part of the nativity story for Christians today?
Religion: Christianity</td><td>Theme: Passover
Key Question: How important is it for Jewish people to do what God asks them to do?
Religion: Judaism</td><td>Theme: Easter
Concept: Salvation
Key Question: Is forgiveness always possible for Christians?
Religion: Christianity</td><td>Theme: Rites of Passage and good works
Key Question: What is the best way for a Jew to show commitment to God?
Religion: Judaism</td><td>Theme: Prayer and worship
Key Question: Do people need to go to church to show they are Christians?
Religion: Christianity</td></tr>
<tr><td>PSHE
Jigsaw</td><td>Being me in my World</td><td>Celebrating Difference</td><td>Dreams and Goals</td><td>Healthy Me</td><td>Relationships</td><td>Changing Me</td></tr>
</table>

`

Music Sing Up!	Sing Up Unit – Enchanted Forest recorders (Year 3 or 4) Somerset Music – Ukuleles Harvest European Day Christmas Carol Service		Sing Up Unit – This little light of mine (Year 4) Somerset Music – Ukuleles World Book Day		Sing Up Unit – The Doot Doot song (Year 4) Somerset Music – Djembe drumming May Day celebrations Sports Day/Residential Summer Concert	
French	**Year 3** Greetings, Numbers, Colours The Calendar and Celebrations	**Year 4** Welcome to School Bonfire Night, Classroom commands, Places in town, Christmas shopping	**Year 3** Animals Carnival, Using Numbers, Easter Time	**Year 4** Epiphany, Family Tree, Family faces Face and Body Parts	**Year 3** Fruits and Vegetables and Hungry Giant Going on a Picnic	**Year 4** Feeling Unwell and Jungle Animals The Weather, Ice-creams, Language Puzzle
Enrichment Visit Visitor	Visit to Somerset Museum for Roman experience				Wellington geography fieldwork Walk to the Monument Year 3 – Overnight sleepover in school Year 4 – Kilve	
Enrichment weeks	Art Week		STEM Week (to include National Science Day) 'Bringing the Theatre to the children' visiting Theatre Company (M & M Productions)		Environment Week	