



**Year 3 and 4 Curriculum Sequence**  
**Autumn 2 Cycle B**



**Rivers and Mountains**

**PE - Striking and fielding**

**Intent:**  
Build upon ball handling and sending and receiving skills developed in KS1 to begin to play striking and fielding

**Sequence of Lessons:**

1. Can you roll/throw and receive a ball with accuracy?
2. Can you strike a ball with increasing accuracy?
3. Can you strike a bowled ball?
4. Can you intercept and stop a ball as a fielder?
5. Can you decide the most effective areas to hit the ball to score runs?
6. Can you work as a team to prevent others scoring? Can you work safely in a confined space avoiding others?

**Vocabulary**  
Batting, bowling, fielding, striking, interception, under arm, over arm, runs

**Geography**

**Intent:**

**Sequence of Lessons:**

1. How does the course of the River Axe change from source to mouth?
2. How does the course of my local river change from source to mouth?
3. Why are river estuaries such important places for wildlife?
4. Why are rivers such an important part of the water cycle?
5. What affect does a meander have on a river?
6. Why do rivers flood and some more often than others?

**Vocabulary**  
River, Source, Mouth, Course, Meander, Stream, Waterfall, Bank, Flood plain, Tidal, Coast, Estuary, Erosion, Rapids, Estuary, tidal, mud banks, brackish water, Water cycle, evaporation, vapor, condensation, precipitation, run off, Meander, marsh, mud flats, creek, dock, Flood, Flood plain, monsoon

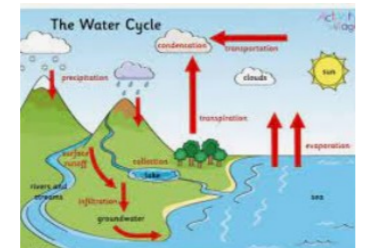
**Science**

**Intent:**  
States of matter Y4

**Sequence of Lessons:**

1. How do I group materials together, according to whether they are solids, liquids or gases?
2. Which chocolate melts the quickest?
3. Where is the best place to dry clothes?
4. How can I measure the temperatures of liquids?
5. How does water circulate around Earth?

**Vocabulary**  
Solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection,



**Music**

Children will appraise, learn and perform the song Three Little Birds by Bob Marley. During this process we will learn what the structure, form and shape of a song are; alongside building listening and appraising skills, focusing on key Vocabulary - instruments, accompaniment, solo, hook, texture, tempo, dynamics.



**RE**

**Intent:**  
Explore what the Trinity is and why it is important to Christians. Children will make links between Christian beliefs about God the trinity and Christian worship.

**Sequence of Lessons:**

1. How does the story of Jesus' baptism help us to understand the trinity?
2. What is the trinity?
3. How do Christians show their beliefs about the trinity in their worship?
4. How do Christians show their beliefs about God the Trinity in the way they live?
5. Why is the trinity important to Christians?

**Vocabulary**  
Baptism, symbolic, gospel, Trinity, Holy Spirit, Saviour, compassion, prayer, Grace, mysterious, incarnation.

**Outcome/Composite**

As per our teaching and learning policy in RE and Geography this children will complete a mind map answering the key learning questions.



**Art**

**Intent:**  
To create a river picture in the style of Claude Monet

**Sequence of Lessons:**

1. How do I create different textures and effects using paint?
2. What do I notice about Claude Monet's river paintings?
3. How can I create my own river painting using Claude Monet's techniques?
4. How can I create my own river painting using Claude Monet's techniques?
5. How will I evaluate my river picture?

**Vocabulary**  
Impression, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, line, pattern, texture, colour, shape.



**ICT Creating Media**

**Intent:** Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)

**Sequence of Lessons:**

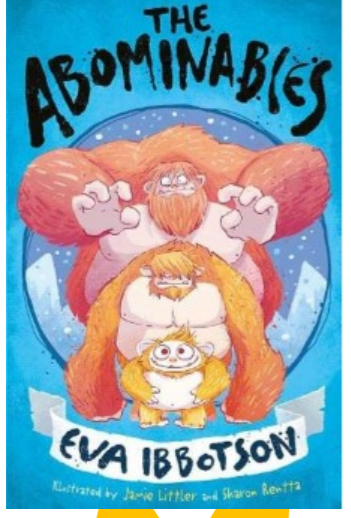
1. To explain that animation is a sequence of drawings or photographs
2. To relate animated movement with a sequence of images
3. To plan an animation
4. To identify the need to work consistently and carefully
5. To review and improve an animation
6. To evaluate the impact of adding other media to an animation

**Vocabulary**  
animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition

**Outcome/Composite**

**PSHE**

This term we will start with road safety, focusing on the 'Stop, look and listen' sequence. Children will learn their responsibilities as a pedestrian, cyclist, car passenger or on public transport. Later on in the term we will be exploring team work and what skills are needed for successful team work.



Our class text this term is:  
**The Abominables** by Eva Ibbotson.

**FRENCH**

Children will continue to work towards composing their letters to their French pen pal. The lessons recap vocabulary learnt in year 3 for the year 4 children, extending their learning through writing these words and sentences in French for the first time. Children can continue to build fluency by practicing using the Language Nut app at home.  
Lesson 1: Where I live and where do you live.  
Lesson 2 and 3: How I look, what do you look like?  
Lesson 4 and 5: Hobbies - what I like to do in my spare time, what are your interests?  
Lesson 6: My pets.