

# Class 2 Curriculum Sequence - Year 3&4

Spring 2 - 2024



## SCIENCE

Animals including Humans  
Digestion, teeth and

### INTENT

The children will learn about the digestive system in humans as well as consider the teeth and their role in digestion. We will also construct and interpret a variety of food chains.

### Sequence of lessons:

1. Human Teeth
2. Digestive system - what are the parts?
3. Digestive system - How does it work?
4. What are food chains?
5. How do I construct a food chain?
6. How are digestion, teeth and food chains connected?

### Outcome/composite:

Children will be able to describe the functions of the parts of the digestive system in humans, identify the different types of teeth and understand their simple functions. They will also construct and interpret a variety of food chains, identifying producers, predators and prey.

## PE

Creative PE

### INTENT

The children will focus on developing the ability to respond differently to different task or activities.

### Sequence of lessons:

1. Sending and receiving
2. Removal team
3. Juggling challenge
4. Working with partners
5. Lean on me
6. Roller ball

### Outcome/composite:

The children will compare their movements and skills to others. Link actions through a theme to develop a sequence of movements and respond differently to tasks.

## FRENCH

To have fun and enjoy  
learning a new language!

### INTENT

The children will gain confidence in both speaking French and listening to the language.

### Sequence of lessons:

In Year 3/4 All students: should be able to understand and use the Unit 1 Y3/4 language with confidence.

Greetings  
Parts of the body  
Numbers  
Days  
Saying how you are  
Personal Information  
Classroom language

### Outcome/composite:

The children will practise their learning through role play and written work.

## PICTURE NEWS

Current Affairs

### INTENT

The children will consider weekly questions through discussion and images learning from the world around them.

### Sequence of lessons:

Weekly current news stories with an image and a thought-provoking question designed to provide opportunities for children to learn from the world and develop respect for other's beliefs, feelings and faiths. They encourage exploration, discussion, challenge and inspire children to learn! The children will develop confidence, independence, respect and resilience.

### Outcome/composite:

The children will be given opportunities to learn about themselves and the world they live in.

## PSHE

The children will consider their individual skills and qualities and start to think about which careers they may be suited to.

### Sequence of lessons:

1. To recognise their individuality and personal qualities
2. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.
3. Set goals to help achieve personal outcomes.
4. Understand that there is a broad range of jobs that people can have.
5. Stereotypes in the workplace.

### Outcome/composite:

Children have an idea of what they would like to do/be in adulthood. They have an understanding of what they need to achieve in order to get there.

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<b>HISTORY</b> Persia and Greece	<b>GEOGRAPHY</b> Agriculture	<b>RE</b> The Hebrew Bible, Abraham, Isaac and Jacob	<b>PE</b> Tag Rugby	<b>ART</b> Growing Artists
<p><b>INTENT</b></p> <p><b>DISCIPLINARY FOCUS:</b> Historical comparison</p> <p><b>BIG QUESTION:</b> What did the Greek city-states have in common?</p>	<p><b>INTENT</b></p> <p><b>GEOGRAPHICAL SKILLS:</b> How humans interact with the physical environment.</p> <p><b>BIG QUESTION:</b> How are we connected to farms and farmers?</p>	<p><b>INTENT</b></p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Social sciences</p> <p><b>BIG QUESTION:</b> What do Jews believe about the promised land?</p>	<p><b>INTENT</b></p> <p>The children will develop the skills they need to play tag rugby and learn the rules of the sport.</p>	<p><b>INTENT</b></p> <p>This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.</p>
<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. The king of kings</li> <li>2. The Persian Empire</li> <li>3. The Greek city-state</li> <li>4. Greek gods and goddesses</li> <li>5. The Greek language and The Iliad</li> <li>6. The Greek Persian Wars</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. What is agriculture?</li> <li>2. Arable farming</li> <li>3. Pastoral farming</li> <li>4. How does farming change the landscape?</li> <li>5. How does farming affect our food?</li> <li>6. Sheep farming in Wales</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. The Hebrew Bible</li> <li>2. The story of Abram and Sarai</li> <li>3. God changes Abram's name</li> <li>4. Abraham and his son Isaac</li> <li>5. Isaac and Rebekah</li> <li>6. The story of Jacob and Rachel</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. Ball skills - throwing and catching</li> <li>2. Footwork - tagging and dodging</li> <li>3. Team work</li> <li>4. Rules and safety in tag rugby</li> <li>5. Playing in teams</li> <li>6. Play a match</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. See like an artist</li> <li>2. Shading</li> <li>3. Texture pictures</li> <li>4. Botanical drawings</li> <li>5. Abstract flowers</li> </ol>
<p><b>Outcome/composite:</b></p> <p>Children will recall, select and draw together varied substantive knowledge from the whole unit to answer the 'Big Question.'</p>	<p><b>Outcome/composite:</b></p> <p>Children will recall, select and draw together varied substantive knowledge from the whole unit to answer the 'Big Question.'</p>	<p><b>Outcome/composite:</b></p> <p>Children will recall, select and draw together varied substantive knowledge from the whole unit to answer the 'Big Question.'</p>	<p><b>Outcome/composite:</b></p> <p>Children will have the opportunity use their skills and knowledge to play tag rugby.</p>	<p><b>Outcome/composite:</b></p> <p>Children will combine the skills they have learnt over the unit to explore composition in an abstract drawing of a flower.</p>