



Long Term Curriculum Overview Year 3/4 2018 - 2019

'Believe, Excite, Succeed, Together'



Our curriculum provides a breadth of opportunities to instil a love of learning and prepare our unique children for an ever changing modern world.

Year group 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question (Topic name)	<p style="text-align: center;">Would you want to step back into the ages?</p> <p>LC1: Can I show that I understand chronology by creating timelines? LC2: Can I explore the differences during the 3 Stone Age periods? LC3: Can I recreate the cave paintings used to record life in the Stone Age? LC4: Can I investigate the Stone Age diet? LC5: Can I describe what was found at Skara Brae? LC6: Can I explore the possible theories</p>	<p style="text-align: center;">What happens to the food we eat?</p> <p>LC1 Why would it not be sensible to eat a burger every day? LC2 What happens to that piece of chocolate once you swallow it? LC3 What is the digestive system and why is it important? LC4 Why is it important to brush your teeth every day? LC5 What do different fluids affect our teeth? LC6 Why are sharks teeth different to our teeth?</p>	<p style="text-align: center;">What was life like for The Ancient Egyptians?</p> <p>LC1: Can I create and decode hieroglyphic messages? LC2: Can I use physical artefacts to ask questions about the past? LC3: Can I explain the importance of the Nile to the Ancient Egyptians? LC4: Can I explore the reasons the pyramids were built? LC5: Can I investigate the mummification process?</p>	<p style="text-align: center;">Would you like to live in India?</p> <p>LC1: Can I locate and research India? LC2: Can I compare life in Chembakoli and Mumbai? LC3: Can I compare the school day in India to my school day? LC4: Can I investigate the Indian climate? LC5: Can I explain the importance of Fairtrade?</p>	<p style="text-align: center;">Forces, forces everywhere!</p> <p>LC1: Can I explain how air pressure can control movement? LC2: Can I identify what forces there are around us? LC3: Can I experiment how objects move on different surfaces? LC4: Can I explain how magnets work? LC5: Can I classify magnetic and non-magnetic objects?</p>	<p style="text-align: center;">Why is the earth so angry?</p> <p>LC1: Can I describe what you find underground? LC2: Can I explain how volcanoes are formed? LC3: Can I explain how volcanoes affect people's lives? LC4: Can I explain what causes earthquakes and how they are measured? LC5: Can I make an earthquake proof structure?</p>

	of why Stonehenge was built?		LC6: Can I investigate the discovery of Tutankhamun's tomb? LC7: Can I research and share my findings of an Egyptian God?	LC6: Can I explore the main religions in India?	LC6: Can I conduct an experiment to compare the strength of different magnets? LC7: Can I design an experiment to explore what resources may affect magnetism? LC8: Can I research how magnets are used within the world?	LC6: Can I explain what causes tsunamis and how they affect people? LC7: Can I explain what causes tornadoes and the effects they have?
Driver	History: Stone Age to Iron Age	Science: Animals including humans	History: Earliest civilisations- The Ancient Egyptians	Geography: Contrasting locations- India	Science: Magnets and Friction	Geography: North/South America California- Earthquakes
Key events, experiences, trips	Creswell crags trip	Roots to food	The Collection trip	Indian experience day	Film creating	PGL residential – skills building
Parental engagement opportunities	Carousel of stone age art activities	Christmas crafts	Presentation of Egyptian work/facts	Easter service	Film sharing	Sports day

English units and rich texts	Stig of the dump Ug Stone age boy	The magic school bus Michael Morpurgo book study	Egyptian Cinderella Secrets of a sun king		Tilly and the time machine	Percy and the lightening thief Hetty Feather Diary of a wimpy kid
Maths links and opportunities	Venn diagrams, tables in science to sort different rocks	Eat well plate – pie chart/percentages/fractions	Pyramid building exploration- spotting patterns Recognising properties of shapes (pyramids)	Measuring decibels and recording results in a table and graph	Creating tables and graphs to record results Creating an emotion graph in RE	Measurement-comparing earthquake readings. Venn diagram. classification of animals
Science topic	Rocks and soils Can I identify different types of rocks? Can I group rocks according to their characteristics? Can I recognise different types of rocks where we live? Can I explore how soil is formed? Can I investigate how fossils are formed? Can I create a fossil?	Animals including humans: Digestive system As above (topic)	Sound Can I identify how sounds are made? Can I investigate how we hear sounds? Can I label the different parts of the ear? Can I investigate which materials sound can travel through? Can I understand that the volume of a sound can vary? Can I understand what pitch is? Can I identify how musical instruments change pitch?		Magnets and friction As above (topic)	Classification/ Animals 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

					<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p>SC1 skills opportunities</p>	<p>Making sedimentary and Igneous rocks from chocolate</p> <p><u>Skills covered:</u> Gathering, recording, classifying and presenting data in a variety of ways</p> <p>Identifying similarities and differences</p>	<p>Recreating the digestive system</p> <p>The effects of different liquids on teeth.</p> <p><u>Skills covered:</u> Making careful observations over time</p> <p>Record findings using simple scientific language, drawings, tables and graphs</p> <p>Setting up simple, practical enquiries,</p>	<p>Instrument volume and pitch experiment</p> <p>Muffling sound experiment</p> <p><u>Skills covered:</u> Making observations using dataloggers</p> <p>Record findings using simple scientific language, drawings, tables, labelled diagrams and graphs</p> <p>Setting up simple, practical enquiries, comparative and fair tests</p> <p>Gathering, recording, classifying and presenting data in a variety of ways</p> <p>Make predictions, suggest improvements and raise further questions</p>	<p>Investigation into the strength of magnets</p> <p>Investigate which metals are magnetic</p> <p>Friction investigation</p> <p><u>Skills covered:</u> Making careful observations and taking accurate measurements</p> <p>Asking relevant questions and using different types of scientific</p>	<p>Investigation into local animal life</p> <p>Researching the effects of environmental changes – plastic use.</p> <p><u>Skills covered:</u> Reporting on findings from enquiries, including oral and written explanation, displays or presentations of results and conclusions</p>












		<p>comparative and fair tests</p> <p>Make predictions, suggest improvements and raise further questions</p> <p>Reporting on findings from enquiries</p>			<p>enquiries to answer them</p> <p>Use a range of equipment</p> <p>Record findings using simple scientific language, drawings, tables and graphs</p> <p>Setting up simple, practical enquiries, comparative and fair tests</p>	<p>Identifying differences, similarities or changes related to simple scientific ideas</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Using scientific evidence to answer questions or to support findings.</p>
Geography				As above (topic)		As above (topic)
History	As above (topic)		As above (topic)			
Art	<p>Stone age art: Sculpture and painting</p> <p>Clay pots, stone age art, Stonehenge art, clay jewellery.</p>		<p>Egyptian crafts- Sculpture and painting</p> <p>Cartouches, watercolour paintings</p>		<p>Artists in history</p> <p>Study of famous artists work</p> <p><u>Skills covered:</u> Know about great artists and</p>	

	<p><u>Skills covered:</u> Mastery of art and design techniques- sculpting</p> <p>Use silhouette collage and shape to create Stonehenge paintings.</p>		<p><u>Skills covered:</u> Design and paint clay sculptures</p> <p>Develop blending skills using watercolour</p>		<p>understand the cultural and historical development of their art forms</p> <p>Explore the work of famous artists, focusing on texture and effects.</p>	
DT		<p>Food: Adapting a recipe</p> <p>Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit, whilst ensuring that their creation comes within the given budget of overheads and costs of ingredients</p> <p><u>Skills developed:</u> Research and use design criteria to inform design aimed at particular individuals</p>		<p>Textiles: Cushions</p> <p>Having already learnt the basics of sewing and decorating fabric in earlier years, this topic offers extra challenge by introducing two, new skills to add to their repertoire: cross stitch and appliqué. After learning these techniques, they apply their knowledge to the design, decoration and assembly of their very own cushion</p>		<p>Structure: Pavilions</p> <p>Pupils explore pavilion structures, learning about what they are used for and investigating how to create strong and stable structures, before designing and creating their own pavilions, complete with cladding</p> <p><u>Skills developed:</u> Apply understanding of how to strengthen,</p>

		<p>Prepare and cook using cooking techniques</p> <p>Evaluate their own designs</p>		<p><u>Skills developed:</u> Select and use a range of materials and equipment</p> <p>Understand how to strengthen material</p> <p>Cut and create pattern pieces</p>		<p>stiffen and reinforce complex structures</p> <p>Evaluate and improve ideas against design criteria</p>
Music	<p>Beats and rhythm</p> <p>Children develop an understanding of beats within music, creating their own beats to allow them to play music in time with each other. They identify the rhythm in music and use this skill to create their own pieces of music.</p>	<p>Ballads</p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad</p>	<p>Festivals: Chinese New Year</p> <p>Using the story of Chinese New Year as a stimulus, pupils; revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and perform their finished pieces</p>	<p>Around the world – India</p> <p>Pupils are introduced to a completely different style of music in this topic as they become familiar with traditional Indian music. Learning all about the rag and tal, children listen to a range of examples of music from the country, identifying traditional instruments as well as creating their own</p>	<p>Hanami festival</p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, otherwise known as ‘The Cherry Blossom Festival’ which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final,</p>	<p>South America</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. They start by familiarising themselves with traditional sounds and instruments, before learning about syncopated rhythms and then composing their own samba breaks in groups, which are built</p>

				improvisations and performing as a class	group performance	into a final performance
PE	Tag rugby Team games	Dance Netball	Volleyball Gymnastics	Orienteering Tennis	Swimming Cricket	Swimming
Computing	Word processing Building on the children's ability to use word, including: basic typing skills changing the appearance and position of text Inserting and editing images, inserting tables	Scratch Building on their use of the App 'ScratchJr' in Year 2, pupils progress to using the more advanced computer-based application 'Scratch', carrying out an informative cycle of predict > test > review, learning to use repetition or 'loops' and building upon their skills to program; an animation, a story and a game	Emailing Children learn how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what they send. The area of cyberbullying; both how to recognise it, and how to avoid being unkind online, is also introduced	Journey inside a computer By knowing how computers work, children can better understand how to instruct them to achieve a desired result. Assuming the role of computer parts and creating paper versions of computers helps pupils to consolidate their understanding of how a computer works, as well as identifying similarities and differences between various models	Networking This topic introduces the children to the concept of networks, allowing them to better understand how devices communicate. From identifying components, children learn how information is shared and deepen their understanding by exploring lots of examples of real-world networks. As well as building this conceptual understanding, children develop other computing skills by creating an animation, video, poster and map	
RE	Christianity		Incarnation UC (Core)	Hinduism	Salvation	Big questions:

	<p>Celebrations: Understanding the importance of the Nativity and other religious festivals. Exploring Christian beliefs and how they celebrate and worship.</p>		<p>What is the Trinity? Exploring the Christian belief of The Holy Trinity, how this can be represented.</p>	<p>LC1: Can I explain who founded Hinduism and where? LC2: Can I explain the main beliefs of Hinduism? LC3: Can I explain which places are special to Hindus? LC4: Can I name and describe some special Hindu festivals? LC5: Can I explain that Hindus have multiple Holy books? LC6: Can I name and explain the meaning of Hindu symbols?</p>	<p>UC (Core) Why do Christians call the day Jesus died 'Good Friday?'</p> <p>LC1: Can I sequence the events of the Easter story? LC2: Can I consider how Mary felt watching the death of Jesus? LC3: Can I understand what happened during the resurrection? LC4: Can I describe how Christians show their beliefs about the Easter story? LC5: Can I understand that the Holy Week represents the last week of Jesus' life on earth?</p>	<p>What does it mean to live a good life?</p> <p>Look at guidelines and laws in various religions and non-religious worldviews. Explore whether 'good' means the same thing to everybody.</p>
<p>Church school values</p>	<p>Justice</p>	<p>Peace and Forgiveness</p>	<p>Equality</p>	<p>Love and Compassion</p>	<p>Service and Stewardship</p>	<p>Generosity and Thankfulness</p>

British values	Democracy -class rules -School Council elections	Mutual respect	Individual liberty	The rule of law	Tolerance	The best of being British
Global learning links/ international days	 	 	 	 	  	
SMSC opportunities	Relationships/family diversity	Health and wellbeing Sports awareness	Cultural traditions Self esteem	Living in the wider world Cultural traditions Relating to others	Relationships	Empathy Social skills-developing friendships
PSHE/ P4C	<p>Getting to know me</p> <p>Through this topic, children develop their sense of identity, learning to identify their strengths and the groups and communities they are a part of. Imagining themselves as superheroes, they reflect on what makes them special and how they can help people around them, before moving on to explore factors which affect our mental and physical health and wellbeing: diet, dental health, rest, relaxation and hydration</p>		<p>My place in the world</p> <p>Incorporating their sense of identity into the context of the world they live in, children start to consider the concept of purpose; looking at the importance of different emotions they experience, understanding what we gain from each different food group as well as considering what roles they themselves play based on what they are good at and enjoy</p>		<p>Friendship</p> <p>Understanding actions have consequences. Providing the children with the opportunity to consider different scenarios, and possible solutions. Promotion of independence and tolerance.</p>	
MFL	Numbers to 20 Colours	Months of the year Days of the week	Birthdays	Formal greetings Conversational questions	Creating conversations Recapping and applying learning	

Themed weeks	School Council Election week Routine Week	Anti-Bullying Week World Hello Day	Art week Routine Week	Science – Eco week	Routine Week	Aspirations Week
---------------------	---	---	------------------------------	-----------------------	--------------	------------------