

**Year 3/4  
Curriculum Overview  
Year B 2023/2024**

	Topic 1 The World	Topic 2 The Roman Empire Ancient Greece	Topic 3 We are Biologists
Visit/Event/ Festival	Visit to URC	Whitehall	
Enrichment ECO/Safety/Outdoors/ Special Day/Festival etc.	Anti-bullying week Children in Need Harvest Service Christmas Service	Mothers' Day Easter Service World Book Day	St George's Day Fathers' Day Sports week Leavers' Service
<b>Core Subjects</b>			
Literacy	Please see separate planning for more detail.		
Numeracy	Please see separate planning for more detail.		
Science	<b><u>Rocks-Y3</u></b> During this topic we will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will describe in simple terms how fossils are formed when things that have lived and are trapped within a rock. We will recognise that soils are made from rocks and organic matter.	History based topic.	<b><u>Animals including humans - Y3/4</u></b> In this unit, we will learn the differences between exoskeletons and endoskeletons, and we will understand the functions of muscles' and skeletons for different animals. We will also be learning about animal food chains in the rainforest and we will learn to identify producers, predators and prey. Linking to this, we will learn about how animals including humans get the right amount and types of nutrition.

We will learn about the human digestive system, including the functions of the main organs. We will also learn about the different types of human teeth and their functions.

**Living things and their habitats - Y4**

In this unit, we will become experts in the use of classification keys to help group, identify and name a variety of living things in our local and wider environment! We will understand the the 7 characteristics of a living thing and group living things in a number of ways. We will then make a dichotomous classification key to identify local/rainforest invertebrates; We will also recognise that environments can change and that this can sometimes pose dangers to living things.

**Sound-Y4**

We will identify how sounds are made, associating some of them with something vibrating. We will recognise that vibrations from sounds travel through a medium to the ear. We will find patterns between the pitch of a sound and features of the object that

					produced it. We will find patterns between the volume of a sound and the strength of the vibrations that produced it. We will recognise that sounds get fainter as the distance from the sound source increases.	
Computing	<p><b><u>Creating media</u></b> We will be using a variety of programmes and software on digital devices to create our own stop-frame animations. We will use a range of techniques and apply these to create a story-based animation, which we will develop using other types of media, such as music and text. We will analyse and evaluate our</p>	<p><b><u>Computing systems and networks</u></b> We will understand computer networks including the internet. We will explore how networks can provide services such as the world wide web and the communication and collaboration opportunities they can offer. We will also develop our understanding of</p>	<p><b><u>Programming A - sequencing sounds:</u></b> This unit explores the concept of sequencing in programming. We will create our own programmes using a selection of motion, sound and event blocks. We will apply these skills to create a representation of a piano.</p>	<p><b><u>Data and information</u></b> In this unit, we will learn about how and why data is collected over time. We will be collecting data and accessing data captured over long periods of time. We will use digital devices to review and analyse data and explore using data loggers to automatically collect data to help us answer our own questions.</p>	<p><b><u>Programming B - events and actions:</u></b> In this unit we will explore the links between events and actions. We will use directions for movement in the context of a maze. We will also learn about programming extensions and learn to draw lines with a graphical object.</p>	<p><b><u>Photo editing</u></b> During this unit, we will develop our understanding of how digital images can be changed and edited. We will consider how these images could be used and the potential impact that editing images can have.</p>

	finished animations.	digital devices, with a focus on inputs, processes and outputs.				
Foundation Subjects						
Art	<p>We will look at landscape drawings from George Seurat (Rivers - Paris Link) and Paul Cezanne and create a landscape drawing of a volcano or other scene in nature using the technique of pointillism.</p> <p>We will make observational drawings of fossils and look at spirals in nature and create clay sculptures.</p>	<p>We will create roman mosaic art - focusing on a roman mosaic collage. This type of mosaic will be compared to the Greek mosaics from which it originated.</p>	<p>We will create a technical drawing of teeth in an adult mouth. This will be an exploded diagram, labelling the name of each tooth.</p> <p>We will make observational drawings and complete a group large-scale drawing of an insect.</p>			
Design and Technology	<p>As a class, we will focus on the design, production and evaluation of a working volcano, including all of the different parts such as the chamber, vents, conduits, craters and slopes. This will be designed through a cross-sectional diagram.</p> <p>We will also create clay sculptures of fossils using our knowledge of rocks from the science topic.</p>	<p>Children will design, produce and evaluate create Greek Sandals to show the complexity of footwear worn in this era and compare to modern day footwear.</p> <p>Children will also design, produce, test and evaluate roman architecture, specifically aqueducts, to understand how romans carried water into their towns. We will link this to the history and understanding of Roman engineering feats including Hadrian's Wall.</p>	<p>We will cook a healthy, savoury meal focusing on a balanced diet, understanding where the food comes from and how it is produced.</p> <p>Children will make a model of a human mouth including adult teeth, using a working pivot for the mandible.</p>			
Geography	<p>In this unit, we will locate some of the world's countries, using maps to</p>	<p>Within our Roman Empire and Ancient Greek topic, we will -use maps,</p>	<p>Children will learn about 'Living things and their habitats' during this science</p>			

	<p>focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>-We will be describing and understanding key aspects of: volcanoes and earthquakes.</p> <p>-We will learn geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p>based topic. In geography, children will understand where in the world these different creatures live and locate them on a map. They will be introduced to how variations in climates and biomes affect how animals are adapted to their environment. Children will identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and relate them to the habitats of living things.</p>
History	<p>Within this topic, the children will look at moments in history where natural disasters occurred. Children will focus on famous natural disasters which became historical events, such as the 2004 Boxing Day Tsunami.</p>	<p>Within this topic we will learn about the Roman Empire and its impact on Britain. We will focus on Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army and the successful invasion by Claudius and conquest, including Hadrian's wall. We will then learn about the British resistance (eg Boudica) and the 'Romanisation' of Britain.</p> <p>Within our Ancient Greece topic, we will learn about Greek life, achievements and their influence on the western world.</p>	<p>Science based Topic.</p>

<p>Languages-French</p> <p>We will be learning how to speak and write French this year.</p>	<p><b><u>Getting Started</u></b></p> <p>We will learn to listen to and follow instructions in French. We will begin to learn vocabulary for parts of our body, clothes and colours and experiment in saying these words. We will listen to songs and begin joining in with songs. They will also answer some simple questions in French. For the Y4s this will be revision and they will be able to ask questions and answer with a variety of responses.</p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• explain gender of nouns - use le, la, mon, ma</li> <li>• explain how to make a noun plural - use les, mes</li> <li>• use adjectives - explain position of adjectives (after the noun EXCEPT for beauty, rank [premier{first}, deuxieme {second}...], age [jeune {young}, vieux {old}, nouveau {new}], goodness [bon {good}, mauvais {bad}, meilleur {better}] and size)</li> </ul>	<p><b><u>Friends and Family</u></b></p> <p>We will learn the different names for members of the family and compare them to the English names. We will create a family tree based on this. We will learn some songs about members of the family. We will begin describing members of our family using some vocabulary that we learnt last term.</p> <p>We will read a simple story about families and use the bilingual dictionaries to translate some words and phrases from it as well as learning some phrases.</p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• use 3<sup>rd</sup> person sing (il - he, elle -she) and plural (ils - hes, elles - shes) with the verb to be (etre)</li> <li>• use mon, ma, mes</li> <li>• use il and elle in present tense for high frequency verbs</li> </ul>	<p><b><u>Holidays and Hobbies</u></b></p> <p>We will learn the names of different countries in Europe in French and how to say different hobbies. We will ask each other questions about hobbies using intonation and express our opinions on hobbies (use elisions - J'aime). We will learn some simple rhymes in French.</p> <p>We will listen to and speak about our future plans for holidays. We will also recognise some specific sounds in French words and recognise the sound of some letter strings, accents and silent letters.</p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• use high frequ. verb aller (to go)</li> <li>• show awareness of word classes - recognise nouns, adjectives, verbs and connectives and compare to English</li> </ul>
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	<ul style="list-style-type: none"> <li>use adjectives, explaining the way they have to agree with masc/fem words</li> </ul> <p>use the verbs like and wear for I and you (J'aime and Je porte)</p>					
Music	<p><b><u>Painting pictures with sounds</u></b>  This term, we will firstly create doodles in response to some classic pieces of music. We will then learn to identify and describe the ingredients that make up music through exploring instruments in a range of activities. The term will end with an opportunity to compose music inspired by stories and settings and create and organise layers of music to create interesting textures.</p>	<p><b><u>Playing with rhythm</u></b>  During this term, we will learn to follow musical instructions and experience conducting music. We will develop our musical knowledge using movement to express these concepts. Some of the activities in this term include writing lyrics to a song, exploring rhythmic grid notation and creating a class composition using rhythmic motifs.</p>	<p><b><u>Exploring melodies and song structures</u></b>  During this term, we will enjoy a range of songs and activities to develop our understanding of pitch. We will also create our own simple melodies, identifying how they can be organised in different ways. We will compose lyrics, create simple musical arrangements and plan a class performance.</p>			
PE	<p><b><u>Dance</u></b>  Pupils will learn to create dances in relation to an idea, working individually, with a partner and in small groups. Pupils develop their use of</p>	<p><b><u>Gymnastics</u></b>  In this unit, pupils develop balancing, rolling and jumping. They use these skill independently and in combination.</p>	<p><b><u>Fitness</u></b>  Pupils will explore and develop different areas of their health and fitness. They will recognise when they get tired and find a challenge hard</p>	<p><b><u>Netball</u></b>  Pupils will develop their understanding of attacking and defending and use different skills and strategies against their</p>	<p><b><u>Athletics</u></b>  Pupils will develop basic running, jumping and throwing techniques. Pupils will explore how to achieve their greatest possible speed, distance or</p>	<p><b><u>Hockey</u></b>  In this unit, pupils will learn how to send and receive the ball with accuracy and how to dribble the ball. They will use</p>

	<p>counting and rhythm. Pupils will be given the opportunity to perform to others and provide feedback.</p> <p><b><u>Football</u></b> In this unit, whilst developing their attacking and defending skills, pupils will learn to dribble and pass the ball using an inside and outside hook. Pupils will also work on self-regulation and understand the importance of fair play and honesty.</p>	<p>Pupils collaborate with other to use matching and contrasting actions and develop their confidence to perform.</p>	<p>and suggest activities that they could do to improve their performance.</p> <p><b><u>Tag Rugby</u></b> Pupils will learn how to play this invasion game, whilst using attacking and defending principles. Pupils will also use the 'forward pass' and learn the offside rule. This unit will develop pupils' understanding of the importance of playing as part of a team.</p>	<p>opponents. Pupils will learn how to maintain possession and move the ball towards the goal to score. Through this, pupils will develop their understanding of fair play and evaluate their own and others' performances.</p>	<p>accuracy and learn how to persevere.</p> <p><b><u>Lacrosse</u></b> Pupils will understand how to correctly handle, pass and scoop the ball. They will also evaluate and make changes to their technique and develop their teamwork skills when trying to move the ball down towards to goal.</p>	<p>defending skills to delay an opponent and gain possession. They will end the unit with a tournament.</p>
PSHE	<p><b><u>Difference and Diversity</u></b> -Identify how to listen and respond respectfully to a range of people. -Recognise similarities and differences between people.</p>	<p><b><u>Being Safe</u></b> -Understanding how to make informed choices, -Exploring how to recognise, predict and assess risks in situations.</p>	<p><b><u>Being Healthy</u></b> -Explore what affects physical mental and emotional health. Understand the concept and benefits of a balanced and healthy lifestyle.</p>			



	<ul style="list-style-type: none"> <li>-Recognise the nature and consequences of discrimination.</li> <li>-Recognise and challenging stereotypes.</li> </ul> <p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>-Research, discuss and debate topical issues.</li> <li>-Understand human rights protect everyone. Explore rights and responsibilities in the home, school, community and environment.</li> <li>-Develop skills to carry out responsibilities.</li> <li>-Explore how to resolve differences and respect others points of view.</li> <li>-Explore what being part of a community means and how they belong.</li> </ul> <p><b><u>Bullying matters</u></b></p> <ul style="list-style-type: none"> <li>-Understand actions affect themselves and others.</li> <li>-Identify importance of working towards shared goals.</li> <li>-Develop strategies for getting support for themselves and others.</li> <li>-Understand nature and consequences of discrimination, teasing, bullying and aggressive behaviour (Incl. Cyberbullying,</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how rules can keep them safe and how to become digitally responsible. Identify how and where to get help.</li> <li>-Know the importance of protecting information particularly online.</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>-Recognise what constitutes a healthy relationship and develop skills to form a positive and healthy relationship.</li> <li>-Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>-Recognise different types of relationships.</li> <li>-Understand that actions affect themselves and others.</li> <li>-Understand when it is right to break a confidence or share a secret.</li> <li>-Understand personal boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how to make informed choices.</li> <li>-Understand what is included in a balanced diet.</li> <li>-Understand what may influence our choices and set goals.</li> </ul> <p><b><u>Growing Up</u></b></p> <ul style="list-style-type: none"> <li>-Understand images in the media do not always reflect reality.</li> <li>-Celebrate our strengths.</li> <li>-Learn about the kind of changes that happen life and the associated feelings.</li> <li>-That simple hygiene routine can prevent the spread of bacteria.</li> <li>-Know about changes that happen when you grow up.</li> <li>-The right to protect our bodies.</li> <li>-Know names of body parts.</li> <li>-Recognise difference between appropriate and inappropriate physical contact.</li> <li>-Recognise and challenge stereotypes.</li> </ul>
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	<p>trolling and prejudiced based language).</p> <p>-Knowing how to recognise bullying and abuse in all its forms.</p>		
RE		<p><b><u>How did/does Jesus change lives?</u></b></p> <p>In this unit, pupils will discuss how people's lives can be changed, reflecting on their own experiences of change, and whether it is easy to change. They will then learn about how Jesus changed the lives of Zacchaeus and Levi in the bible and how the lives of Christians today are transformed by Jesus.</p> <p><b><u>Is the cross a symbol of sadness or joy?</u></b></p> <p>In this unit, pupils will listen to and retell the Easter story, considering the emotions of the people who were there at the time. They will then consider how the emotions of the events of Holy Week and Easter are reflected in church services. Throughout the unit, pupils will ask questions, linking what they</p>	<p><b><u>Are all churches the same?</u></b></p> <p>In this unit, pupils will compare different churches and discuss what it means to belong to a church. Pupils will then move on to learning about other World faiths, their places of worship and some of their key practices.</p> <p><b><u>What is a prayer?</u></b></p> <p>In this unit, pupils will discuss what a prayer is and how, when, why and where people pray. Pupils will learn that prayers can be both formal and informal and can be a private practice or as part of a service. They will also understand how other World faiths pray and compare these practices to discuss how they are similar and different to each other.</p>

		know about <i>Christian</i> beliefs and values.	