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| **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 | Whole school trip | | | King and Queens day | | Topic related school trip | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Children in Need  Harvest Service  Christmas Service  Visit to URC | | | Fairtrade Fortnight  Sport Relief  Mothers’ Day  Easter Service | | St George’s Day  Fathers’ Day  Sports week  Leavers’ Service | | |
| **Core Subjects** | | | | | | | | |
| Literacy | Please see separate planning for more detail. | | | | | | | |
| Numeracy | Please see separate planning for more detail. | | | | | | | |
| Science | Rocks-Y3  **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. | | Animals including humans – Y3/4  **Y3 – identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.**  **- identify that humans and some other animals have skeletons and muscles for support, protection and movement.**  **Y4 – describe the simple functions of the basic parts of the digestive system in humans.**  **-identify the different types pf teeth in humans and their simple functions**  **-construct and interpret a variety of food chains, identifying producers, predators and prey.**  In this unit we will learn about the differences between exoskeletons and endoskeletons. We will be learning about animal food chains in the rainforest. We will learn to identify producers, predators and prey. We will also be comparing the skeletons of humans and different rainforest animals as well as their teeth. The class will also be learning about the human digestive system.  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**! Learn about the 7 characteristics of a living thing; **group living things in a number of ways**; make a dichotomous classification key to identify local/rainforest invertebrates; make observational drawings and a group large-scale drawing of an insect; finally demonstrate your knowledge of classification keys to a young invited audience.  **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 | Creating media  **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 finished animations. | Computing systems and networks – **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 oppurtunities they can offer.**  We will also develop our understanding of digital devices, with a focus on inputs, processes and outputs. | | Programming A – sequencing sounds:  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. | Data and information  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. | Programming B – events and actions:  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. | Photo editing -  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. | |
| Foundation Subjects | | | | | | | | |
| Art | 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.  We will make observational drawings of fossils and look at spirals in nature and create clay sculptures. | | | We will create roman mosaic art – focusing on a roman soldier mosaic collage. This type of mosaic will be compared to the Greek mosaics from which it originated. | | We will create a technical drawing of teeth in an adult mouth. This will be an exploded diagram, labelling the name of each tooth. | | |
| Design and Technology | 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.  We will also create clay sculptures of fossils using our knowledge of rocks from the science topic. | | | 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.  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. | | We will cook a healthy, savoury meal focusing on a balanced diet, understanding where the food comes from and how it is produced.  Children will make a model of a human mouth including adult teeth, using a working pivot for the mandible. | | |
| Geography | **In this unit, we will locate some of the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**  **-We will be describing and understanding key aspects of: volcanoes and earthquakes.**  **-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.** | | | Within our Roman Empire topic, we will -use maps, atlases, globes and mapping to locate countries and describe features studied.  Within our Ancient Greece topic, use maps, atlases, globes and mapping to locate countries and describe features studied. | | Children will learn about ‘Living things and their habitats’ during this science 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 andrt556 biomes affect how animals are adapted to their environment. **Children will identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere , Arctic and Antarctic Circle** and relate them to the habitats of living things. | | |
| History | 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. | | | 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 it’s 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.  Within our **Ancient Greece topic, we will learn about Greek life, achievements and their influence on the western world.** | | Science based Topic. | | |
| Languages-French  We will be learning how to speak and write French this year. | Getting Started  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.  Grammar   * explain gender of nouns - use le, la, mon, ma * explain how to make a noun plural – use les, mes * 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)   * use adjectives, explaining the way they have to agree with masc/fem words   use the verbs like and wear for I and you (J’aime and Je porte) | | | Friends and Family  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.  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.  Grammar   * use 3rd person sing (il - he, elle -she) and plural (ils – hes, elles - shes) with the verb to be (etre) * use mon, ma, mes * use il and elle in present tense for high frequency verbs | | Holidays and Hobbies  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.  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.  Grammar   * use hig frequ. verb aller (to go) * show awareness of word classes – recognise nouns, adjectives, verbs and connectives and compare to English | | |
| Music | Painting pictures with sounds  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. | | | Playing with rhythm  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. | | Exploring melodies and song structures  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. | | |
| PE | Dance  During this unit we will be using a range of movement patterns which will lead to a performance. In dance we will recreate the first moon landing.  Football  Within this unit, we will be learning the skills of football. We will be learning the skills, tactics and attacking and defending principles. We will apply these when creating our own games to be tested, refined and played by others. | | Gymnastics  We will be working through the different fundamental skills to develop flexibility, strength, technique, control and balance. | Handball  We will be learning how to play the game and applying basic principles suitable for attacking and defending. | Tag Rugby  During this unit we will learn the skills, tactics and attacking and defending principles. We will apply these when creating our own games to be tested, refined and played by others. | Lacrosse  In this unit we will learn how to play, they will learn the different skills and how to play tactically. | | Athletics  We will focus on Athletics in the Summer term and will be learning to use running, jumping, throwing and catching in isolation and in combination. We will also learn about different techniques to improve our performance. |
| PSHE | Difference and Diversity  -Identify how to listen and respond respectfully to a range of people.  -Recognise similarities and differences between people.  -Recognise the nature and consequences of discrimination.  -Recognise and challenging stereotypes.  Being Responsible  -Research, discuss and debate topical issues.  -Understand human rights protect everyone. Explore rights and responsibilities in the home, school, community and environment.  -Develop skills to carry out responsibilities.  -Explore how to resolve differences and respect others points of view.  -Explore what being part of a community means and how they belong.  Bullying matters  -Understand actions affect themselves and others.  -Identify importance of working towards shared goals.  -Develop strategies for getting support for themselves and others.  -Understand nature and consequences of discrimination, teasing, bullying and aggressive behaviour (Incl. Cyberbullying, trolling and prejudiced based language).  -Knowing how to recognise bullying and abuse in all its forms. | | | Being Safe  -Understanding how to make informed choices,  -Exploring how to recognise, predict and assess risks in situations.  -Understand how rules can keep them safe and how to become digitally responsible. Identify how and where to get help.  -Know the importance of protecting information particularly online.  Relationships  -Recognise what constitutes a healthy relationship and develop skills to form a positive and healthy relationship.  -Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  -Recognise different types of relationships.  -Understand that actions affect themselves and others.  -Understand when it is right to break a confidence or share a secret.  -Understand personal boundaries. | | Being Healthy  -Explore what affects physical mental and emotional health. Understand the concept and benefits of a balanced and healthy lifestyle.  -Identify how to make informed choices.  -Understand what is included in a balanced diet.  -Understand what may influence our choices and set goals.  Growing Up  -Understand images in the media do not always reflect reality.  -Celebrate our strengths.  -Learn about the kind of changes which happen life and the associated feelings.  -That simple hygiene routine can prevent the spread of bacteria.  -Know about changes that happen when you grow up.  -The right to protect our bodies.  -Know names of body parts.  -Recognise difference between appropriate and inappropriate physical contact.  -Recognise and challenge stereotypes. | | |
| **We use SEAL and R-time activities to help the children’s spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.** | | | | | | | | |
| RE | God  The children will look at gospels which encourage Christians to live as ‘good news’ in the world today and answer questions on how belonging to a church community affects what a believer does.  Incarnation  In this unit we will be learning about the birth narratives in Matthew & Luke’s gospels. We will identify some key differences and similarities between these narratives and discuss possible reasons for the differences. | | | Salvation  Within this topic we will be looking at, ‘The story of Zacchaeus’ and ‘Healing of ten lepers.’ We will look at how Jesus rescued Zacchaeus and the 10 lepers. We will also look at how Christians believe Jesus might rescue people today.  Resurrection  In this unit we will be looking at the story of Jesus appearing to Mary Magdalene and discussing why and how this story changed Mary. Why this story is important to Christians. | | Holy spirit  The children will learn that the Holy Spirit is represented by symbols in art. We will learn the meaning of some symbols used in art for the Holy Spirit.  Creation  We will learn that Christians believe God created the world and gave humans stewardship over it. We will also learn how Christians use fair trade as an organised way of looking after the world. | | |