

## Class 4 Curriculum Overview 2022/2023 Year A

	<u>Topic 1</u> Location, Location, Location.	<u>Topic 2</u> A British History World War 2	<u>Topic 3</u> Invaders and Settlers Stone Age to Iron Age
Visit/Event/ Festival			
Enrichment ECO/Safety/Out doors/ Special Day/Festival etc.	Anti-bullying week Black History Month Harvest Service Christmas Service Christmas Play	Fairtrade Fortnight Comic Relief Mother's Day Easter Service	St George's Day Father's Day Leavers Service

### Core Subjects - Literacy/Numeracy - Please see separate Literacy and Numeracy Curriculum overviews

<b>Science</b>	<b><u>Forces and Magnets (Year 3)</u></b> We will compare how things move on different surfaces and explore how some forces need contact between 2 objects, but magnetic forces can act at a distance. The children will investigate observe how magnets attract or repel each other and notice how some materials are attracted and others are not. We will also compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. We will describe magnets as having 2 poles and predict	<b><u>Light (Year 3)</u></b> Within this unit, we will be learning about light and shadows. We will learn about darkness being an absence of light and investigate how shadows are formed. Through investigation work, we will notice that light is reflected from surfaces. We will find out about the natural light from the sun and recognise that this light can be dangerous and that there are ways to protect ourselves from it.	<b><u>Plants (Year 3)</u></b> During this unit, we will identify and describe the parts of flowering plants and investigate what plants need to grow (air, light, water, nutrients from soil, and room to grow) We will investigate the way water is transported in plants and explore the part flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal. We will compare the effect of different conditions needed for growth The

	whether 2 magnets will attract or repel each other, depending on which poles are facing.	<b><u>Electricity (Year 4)</u></b>			children will describe, and understand key aspects of vegetation belts.
		During this unit we will identify common appliances that run on electricity before constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We will give reasons for our predictions when identifying whether or not a lamp will light in a simple series circuit. We will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. (Link to lighting our Anderson Shelters).			<b><u>States of Matter (Year 4)</u></b>
		Within this unit, we will learn how to identify, compare and group the properties of the three states of matter (solids, liquids and gases). We will investigate how some materials change state when they are heated or cooled. We will learn how to use a thermometer correctly and record our results. We will look at the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			
<b>Computing</b>	<b><u>Branching Databases</u></b> Children will understand Yes/No structures and complete and create different branching databases on animals from around the world.	<b><u>Graphing</u></b> Children will learn to set up graphs with a given number of fields. They will share and present their data based on countries visited.	<b><u>Touch Typing</u></b> Children will learn how to type effectively. They will learn the correct posture and a range of typing skills.	<b><u>Email</u></b> Children will learn about this method of worldwide communication. They will learn how to send 'safe' emails with attachments.	<b><u>Online Safety.</u></b> Children will learn how to keep themselves safe online. They will learn about the importance of password protection and what to do if they need help online. They will also be taught about whether information on the internet is true or not.
					<b><u>Coding</u></b> During this unit children will learn how to design and write a program online. They will learn to debug a program and be introduced to variables.
<b>E-safety is taught every unit throughout the year and will be discussed through PSHE and if and when it is needed.</b>					

### Foundation Subjects

<p><b>Art</b></p>	<p>In this unit we will learn about the work of the great artist: L.S Lowry, including a visit to the Lowry museum and art gallery in Salford. We will study his famous works, his use of colour, perspective and his local area. We will improve and aim to master drawing techniques, using pencil and charcoal. We will replicate Lowry's designs to create works of art using famous landmarks in Tintwistle.</p>	<p>Children will look at War art from WW2 including propaganda posters. They will explore the life of Eric Kennington a WW2 artist. Children will improve their mastery of printing and wax resist to create Blitz pictures for London scene using sculpted items for applying the print.</p>	<p>As part of this topic the children will be examining a range of cave art found around the world. They will identify typical subjects depicted in each scene and think carefully about the materials used and what they could use to replicate them in our own images. Children will create their own cave paintings using patters and lines and place them in the 3D cave. We will make our own brushes to embed realism. and create texture through the addition of sand. Children will also use outdoor ingredients to create works of art through Forest School activities.</p>
<p><b>Design and Technology</b></p>	<p>During this topic we will research and design an accessory using a local designer (Vivienne Westwood) as inspiration. We will create criteria which our items must fulfil, based on Westwood's celebration of punk culture. We will use this criteria to evaluate and improve our designs adopting a crafters model of experimentation, trial and error, adjustments and improvements to design during the making process. We will celebrate our designs and creations at a punk fashion show.</p>	<p>During this topic we will investigate and develop and design a prototype Anderson shelter which could be used to keep people safe! We will use an annotated sketch for the circuit diagram. We will use mechanical or electrical systems in our design. We will test (bomb!) our structures to see what survives and before evaluating how to stiffen and reinforce them. They will take part in food technology and make some of the wartime recipes following research. Link to the microwave created by Percy Spencer using radar technology found during WW2.</p>	<p>During this topic, the children will be participating in Forest School. In these lessons, they will design and make Stone Age tools, using clay and other outdoor materials.</p>
<p><b>Geography</b></p>	<p>During this unit, the children will study the local environment including the physical geography of mountains. They will learn how use the 4 points of a compass, 4-figure grid references, symbols and</p>	<p>Children will look at places that were involved in WW2. They will learn who attacked who and look at aerial photographs of as if they were a pilot.</p>	<p>In this unit, the children will find out where the best places to build Iron Age settlements were and why. They will make maps of surviving UK monuments from the Stone, Bronze and</p>

	<p>a key to build their knowledge of the United Kingdom and then the wider world.</p> <p>The children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p>		<p>Iron Ages and find out about the settlement of Skara Brae.</p>
History	<p>The children will investigate how life has changed in their locality over time. They will observe the features in Tintwistle and Glossop that give clues to the past and compare then and now. We will make links to periods of history we have learnt about previously.</p>	<p>During this topic the children will look at the timeline of events in History and WW2, with attention to Allies and Axis; World Leaders; The Blitz, Evacuation Rationing and the Home Front. They will look at what Propaganda is and how it differed depending on where you lived. They will focus on famous people and events e.g. Damn Busters, Douglas Bader, D Day landings etc.</p>	<p>During the topic of Stone Age, we will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. We will understand how our knowledge of the past is constructed from a range of sources. We will create questions to investigate concerning the diet, living conditions and culture of people in the stone age. We will investigate trends and connections over time and use these observations when creating models of homes, clothing, food and cave paintings.</p>
Languages	<p style="text-align: center;"><b>Getting Started</b></p>	<p style="text-align: center;"><b>Food</b></p>	<p style="text-align: center;"><b>France</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 and begin repeating phrases from them. We will also answer simple questions in French.</p>	<p>We will cover a variety of vocabulary linked to food and begin reading and recognising simple words and phrases. The Y4s will begin to use bilingual dictionaries to translate some food vocabulary from French to English and from English to French. We will also identify the gender for different words, use the correct articles and make them plural.</p>	<p>We will learn some names of French places and study maps. We will learn about some French traditions and celebrations. We will also learn about some famous French people. We will continue our work on writing sentences in French. We will be focusing on French grammar using Je, tu, il, elle, vous, nous, ils and elles.</p>

<b>Music</b>	<b>Song writing</b>	<b>Performing Together</b>	<b>Exploring musical processes</b>
	Children will write simple songs and raps and perform them in front of their class. Children will improvise and compose music for a range of purposes using the inter-related dimensions of music. They will listen with attention to detail and recall sounds with increasing aural memory.	Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.
Throughout the year Class 3 will learn how to play the... (TBC - COVID19). They are simple instruments that lend themselves to fluent, accurate, controlled and expressive musical performance in solo and ensemble playing.			
<b>PE</b>	<b>Basketball/Gymnastics</b>	<b>Tennis/ Dance</b>	<b>Cricket/Rounders/Athletics</b>
	<p style="text-align: center;"><u>Basketball</u></p> <p>Through these units we will be 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.</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>We will be working through the different fundamental skills to develop flexibility, strength, technique, control and balance.</p>	<p style="text-align: center;"><u>Tennis</u></p> <p>Through this unit we will learn the key skills of tennis, such as basic throwing and catching skills, as well as racquet control. We will apply and test these when playing games to promote refinement and enjoyment.</p> <p style="text-align: center;"><u>Dance</u></p> <p>Children will develop flexibility, strength, technique, control and balance and perform dances using a range of movement patterns.</p>	<p style="text-align: center;"><u>Cricket/Rounders</u></p> <p>Through this unit we will develop our hand/eye coordination skills, throwing and catching skills as well as learning what it is like to work as a team. We will be learning striking and fielding skills, to play the game.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>We 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.</p>
<b><u>PSHE Matters</u></b>	<p><b><u>Modules/Core Themes</u></b></p> <p><b><u>Being Me-</u></b></p> <ul style="list-style-type: none"> <li>-explore different kinds of responsibilities at school and in the community</li> <li>-identify what being part of a community means</li> </ul>	<p><b><u>Modules/Core Themes</u></b></p> <p><b><u>Money Matters</u></b></p> <ul style="list-style-type: none"> <li>-identify the role of voluntary and charity groups</li> </ul>	<p><b><u>Modules/Core Themes</u></b></p> <p><b><u>Exploring Emotions</u></b></p> <ul style="list-style-type: none"> <li>-recognise a wide range of emotions in ourselves and others</li> </ul>

	<p>-appreciate a range of identities un the UK          -identify that differences and similarities between people arise from a number of factors</p> <p><b><u>Bullying Matters</u></b></p> <p>-understand that their actions affect themselves and others          -identify the importance of working towards shared goals          -develop strategies for getting support for themselves or for others at risk understand the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour (including cyber bullying, prejudice-based language, 'trolling')          -know how to recognise bullying and abuse it all its forms.</p>	<p>-understand different values and customs          -explore how to manage money          -explain the importance of money in people's lives and how money is obtained          - understand the concepts of interest, loan, debt and tax          -understand enterprise and begin to develop enterprise skills</p> <p><b><u>Drug Education</u></b></p> <p>-recognise how to make informed choices          -understand that people have different attitudes to risks          -recognise, predict and assess risks in different situations          -know where to get help and how to ask for help          -distinguish between safe and harmful, know some substances can be harmful if misused          -learn rules about keeping safe          -recognise they have a shared responsibility for keeping themselves and others safe.</p>	<p>-respond appropriately to a range of emotions in themselves and others          -develop strategies to resolve conflicts          -understand their actions affect themselves and others          -develop strategies to resolve disputes          -identify strategies to manage emotions          -deepen their understanding of good and not so good feelings          -extend vocabulary to help explain the range and intensity of feelings          -recognise conflicting emotions</p> <p><b><u>Changes</u></b></p> <p>-understanding good and not so good          -develop an understanding that change can cause conflicting emotions          -acknowledge, explore and identify how to manage change positively          -explore changes          -know where to get help and how to ask for help</p>
RE	<p><b><u>Good News</u></b></p> <p>How do stories of Jesus encourage his disciples to live as good news?</p>	<p><b><u>Kingdom of God</u></b></p> <p>What do Jesus' parables tell Christians the Kingdom of God is like? What do</p>	<p><b><u>Discipleship</u></b></p> <p>How does the Bible help Christians to live?          How do Christians follow Jesus?</p>

	<p>How do the <i>Gospels</i> encourage Christians to live as good news in the world today?</p> <p style="text-align: center;"><b><u>Christian Community</u></b></p> <p>How are Christian communities different? How does belonging to a church community affect what a believer does?</p>	<p>Jesus' parables tell Christians the Kingdom of <i>God</i> is like?</p> <p style="text-align: center;"><b><u>Forgiveness</u></b></p> <p>How did Jesus show forgiveness to those who betrayed him? What did Jesus teach about forgiveness? Is it more important to forgive people or be forgiven by <i>God</i>?</p>	<p style="text-align: center;"><b><u>Islam</u></b></p> <p>What do Muslims say <i>God</i> is like? Why is Muhammad (pbuh) important to Muslims?</p> <p style="text-align: center;"><b><u>Hinduism</u></b></p> <p>How do Hindus describe <i>God</i>? How important is <i>God</i> in Hindu family life?</p>
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