

Class 3 Curriculum Overview 2024/2025 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 Harvest Service Christmas Service Christmas Play	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

Science	<u>Forces and Magnets (Year 3)</u>	<u>Light (Year 3)</u>	<u>Plants (Year 3)</u>
	<p>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 observe how magnets attract or repel each other and notice how some materials are attracted and others are not.</p> <p>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</p>	<p>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.</p> <p>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. We will also</p>	<p>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)</p> <p>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</p> <p>The children will describe, and understand key aspects of vegetation belts.</p>

	<p>whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		<p>discover that shadows are formed when light is blocked by an opaque object.</p> <p style="text-align: center;"><u>Electricity (Year 4)</u></p> <p>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).</p>		<p style="text-align: center;"><u>States of Matter (Year 4)</u></p> <p>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.</p>	
<p>Computing</p>	<p><u>Computing Systems and Networks - The Internet</u> We will learn to describe how networks connect, how information can be shared and how to access it. We will learn that global interconnection of networks is the internet and that the World Wide</p>	<p><u>Creating Media - Audio Production</u> We will recognise that sound can be recorded using an input device, played with an output device and stored on a computer. We will</p>	<p><u>Programming A - Repetition in Shapes</u> We will learn to identify patterns in a sequence and that we can use a loop command in a program to repeat instructions. We</p>	<p><u>Data and Information - Data Logging</u> We will learn to log data in a table, to identify that sensors are input devices that can be used for data collection. We will</p>	<p><u>Creating Media - Photo Editing</u> We will learn that digital images can be manipulated by flipping, rotating, cropping, adjusting colours or applying filters/ effects. We will learn how to complete this as well as cloning and retouching digital images. We will also consider</p>	<p><u>Programming B Repetition in Games</u> We will learn how to apply our repetition/ loop skills in a game situation. We will learn about when it is appropriate to</p>

	<p>Web is a part of this. We will learn to describe the types of content on the WWW and how they are created and shared. We will explain that the WWW is made up of websites and webpages. We will also describe the limitations of the WWW, evaluate its reliability and its benefits.</p>	<p>learn how to edit an audio file, import it onto a project, changing the volume and layering sounds. We will also learn that sound can be visually represented as a waveform.</p>	<p>will understand that there are infinite loops and count-controlled loops and the importance of instruction order in a loop.</p>	<p>learn how a data logger captures 'data points' from sensors over time.</p>	<p>the impact of changes made to the image.</p>	<p>use a loop in a game and when it is not.</p>
<p>E-safety is taught every unit throughout the year and will be discussed through PSHE and if and when it is needed.</p>						
<p>Foundation Subjects</p>						
<p>Art</p>	<p>In this unit we will learn about the work of the great artist: L.S Lowry. 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. The children will learn to print, rub, roll and stamp and use wax relief to 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 a variety of brush techniques 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>Design and Technology</p>	<p>During this topic we will research and design an item of clothing using a local designer (Vivienne Westwood) as inspiration. We will create criteria which our items must fulfil. We will learn to cut, shape, join and finish accurately.</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</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>We will use our criteria to evaluate and improve our designs.</p>	<p>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.</p> <p>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>	
Geography	<p>During this unit, the children will study the local environment including the physical geography of mountains.</p> <p>They will learn how use the 4 points of a compass, 4-figure grid references, symbols and a key to build their knowledge of the United Kingdom and then the wider world. They will learn to name and locate some of the regions and cities in the UK.</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>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 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. They will be learning about the cotton mills and reservoirs in my locality.</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</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</p>

		events e.g. Damn Busters, Douglas Bader, D Day landings etc. They will also learn to select key information from a range of historical sources to answer historical questions. They will learn what types of questions are historically valid and how to find the answer.	over time and use these observations when creating models of homes, clothing, food and cave paintings. We will also learn to order key dates on a timeline to demonstrate the chronology of British and World history. We will use a range of sources to ask and answer historical questions about the Stone Age.		
Languages	Getting Started	Food	France		
	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.	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. We will learn to sing a song about food.	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, specifically Daniel Jean Baptiste, an artist of Jewish and Caribbean descent. 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 elle.		
Music	Song writing	Performing Together	Exploring musical processes		
	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.	The class will be learning the recorders. 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.		
PE	<u>Basketball</u>	<u>Tennis</u> We will develop our skills using forehand	<u>Basketball (Coach)</u> We will continue to develop our skills from	<u>Cricket (Coach)</u>	<u>Athletics (Coach)</u> We will learn to develop our sprinting technique and work

	<p>We will learn to develop our dribbling, bounce and chest pass. We will learn to develop tracking, defending and apply all of these skills, rules and tactics to have a mini tournament.</p> <p><u>Gymnastics</u></p> <p>We will develop balances, jumps including rotation jumps, straight barrel, forward and straddle roll. We will also learn to develop our strength in inverted movements and create a partner sequence using apparatus.</p>	<p>including hitting and returning the ball. We will also learn to use backhand and when to use it.</p> <p><u>Dance</u></p> <p>We will learn to create actions in response to a stimulus and move in unison with a partner. We will learn to select and link appropriate actions to show our dance idea. (Continue in Summer term)</p>	<p>Autumn term as well as applying these to regular competitive matches.</p> <p><u>Tennis</u></p> <p>We will keep a rally going and use tactics to outwit our opponents in a match.</p> <p>We will demonstrate honesty and fair play when competing against others.</p>	<p>We will learn to perform overarm throwing, catching and bowling techniques. We will develop our batting technique. We will also learn to field effectively.</p> <p><u>Dance</u></p> <p>See Spring term.</p>	<p>on our personal bests as well as improving relay changeovers. We will develop our jumping techniques, throwing skills and accuracy. We will learn to officiate class events.</p> <p><u>Rounders</u></p> <p>We will learn to perform overarm throwing, catching and bowling techniques. We will develop our batting technique. We will also learn to field effectively.</p>
<p><u>PSHE Matters</u></p>	<p><u>Modules/Core Themes</u></p> <p><u>Being Me-</u></p> <p>We will learn to explore different kinds of responsibilities at school and in the community. We will identify what being part of a community means. We will appreciate a range of identities un the UK. We will identify that differences and similarities between people arise from a number of factors.</p> <p><u>Bullying Matters</u></p> <p>We will understand that their actions affect themselves and others. We will identify the importance of working towards shared goals. We will develop strategies for getting support for themselves or for others at risk. We will develop our understanding the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour (including</p>	<p><u>Modules/Core Themes</u></p> <p><u>Money Matters</u></p> <p>We will identify the role of voluntary and charity groups and understand different values and customs. We will explore how to manage money and explain the importance of money in people's lives and how money is obtained. We will understand the concepts of interest, loan, debt and tax and understand enterprise and begin to develop enterprise skills.</p> <p><u>Drug Education</u></p> <p>We will recognise how to make informed choices and understand that people have different attitudes to risks. We will learn to recognise, predict and assess</p>	<p><u>Modules/Core Themes</u></p> <p><u>Exploring Emotions</u></p> <p>We will recognise a wide range of emotions in ourselves and others and respond appropriately to a range of emotions in themselves and others. We will develop strategies to resolve conflicts and understand their actions affect themselves and others. We will develop strategies to resolve disputes, identify strategies to manage emotions and deepen their understanding of good and not so good feelings. We will extend vocabulary to help explain the range and intensity of feelings and recognise conflicting emotions.</p> <p><u>Changes</u></p> <p>We will develop our understanding that change can cause conflicting emotions, acknowledge, explore and identify how to manage change positively.</p>		

	cyber bullying, prejudice-based language, 'trolling'). We will know how to recognise bullying and abuse it all its forms.	risks in different situations and know where to get help and how to ask for help. We will learn to distinguish between safe and harmful, know some substances can be harmful if misused. We will learn rules about keeping safe and recognise they have a shared responsibility for keeping themselves and others safe.	We will explore changes and know where to get help and how to ask for help.
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