


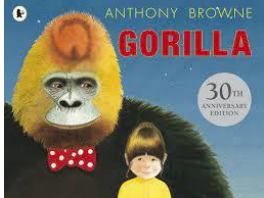
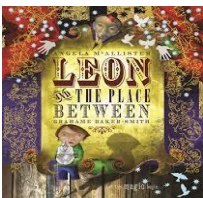

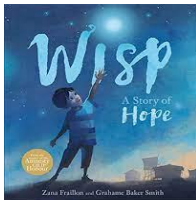
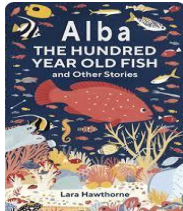
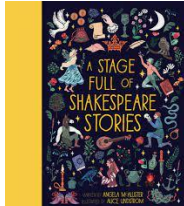







Limitless Dreams, Endless Opportunities



**Manor Park School
& Nursery**









Year group overviews 2022-2023 Years 3 and 4

Year 3/4 English and Maths Curriculum Overviews Year A

Year 3/4	Autumn		Spring		Summer	
High Quality Texts 						
EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 

 Mathematics Curriculum	Place Value with 1000 Addition and Subtraction	Additional and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Length Fractions	Fractions Time Angles and properties of shapes	Mass Capacity
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 Mathematics Curriculum	Place Value- 4 digits Addition and subtraction	Measurement- Perimeter Multiplication and Division	Multiplication and Division Measure- Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Geometry- Angles and 2-D shapes Geometry-Position and Direction
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Science Animals including humans Yr 3 Yr 4  	History Romans 	Science Electricity 	Geography Rivers 	Science States of Matter 	Science Sound 	History Ancient Greece 
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Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Animals including humans identify that animals, including humans, need the right types and amount of nutrition Identify that humans and some other animals have skeletons and muscles</p> <p>Animals including humans describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey</p>		<p>Electricity identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>States of Matter compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Sound identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>	
Geography			<p>Rivers Study a local river system, the River Mersey and compare and contrast with River Weaver. Identify key aspects of physical and human geography: rivers, mountains and the water cycle, types of settlement and land use. Understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Explain how the river locality is set within a wider a geographical context</p>		<p>Greece Identify location and climate, hemispheres, land use and settlements Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	
History	<p>The Roman Empire The Roman Empire and its impact on Britain Use terms invaders and Settlers to describe the Romans. Creation of Rome, - Romulus and Remus. Impact of Romans on Britain today. Key aspects of Roman life Role of key individuals – Julius Caesar Continue to develop chronologically secure knowledge of history</p>				<p>Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world Continue to develop chronologically secure knowledge of history Use an increasing range of words and phrases relating to the period of time studied. Place events in the Greek period in a chronological framework.</p>	

	<p>Use an increasing range of words and phrases relating to the period of time studied.</p> <p>Place events in the Roman period in a chronological framework.</p> <p>Use historic terms related to the Romans. .</p> <p>Use sources of information in ways that go beyond simple observation to answer questions about the Romans.</p> <p>Use a variety of resources to find out about aspects of Roman Life and their achievements, main events, situations and changes within and across different periods/societies</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>			<p>Use historic terms related to the Greeks.</p> <p>Use sources of information in ways that go beyond simple observation to answer questions about the Greeks.</p> <p>Use a variety of resources to find out about aspects of Ancient Greek Life and their achievements, main events, situations and changes within and across different periods/societies</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>		
Art	<p>Roman Mosaics</p> <p>Emma Biggs</p> <p>Create visual texture using different marks and tools.</p> <p>Create patterns/ motifs with repeated mark making.</p> <p>Evaluate beginning to use artistic language.</p> <p>Refer to Biggs' art and make links and comparisons to own creations</p>		<p>Painting</p> <p>Monet</p> <p>Learn about the work of Monet.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Use colour appropriately to reflect mood</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p>		<p>Sculpture</p> <p>Clay pots/urns</p> <p>Plan, create and evaluate a sculpture. Incorporate form, pattern, and texture.</p> <p>Use imagination and experience to influence work.</p> <p>Analyse and interpret natural and manmade forms of construction.</p> <p>Make informed choices about the 3D technique chosen</p> <p>Use a wide variety of tools and refine skills.</p> <p>Plan, design, make and adapt models.</p>	
Design Technology		<p>Sewing</p> <p>Roman Purse</p> <p>To draw a detailed diagram and label product to show an understanding of how product will be made.</p> <p>To join fabrics together using a range of different sewing techniques.</p> <p>To use a range of fastenings.</p> <p>To cut a range of fabrics accurately using a pattern.</p> <p>To write a report and include; likes and dislikes of their finished product and how their product could be improved.</p>		<p>Construction</p> <p>Design a Bridge</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example,</p>		<p>Food</p> <p>Making Taziki and flat bread</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>2understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

				cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles 5. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 6. apply their understanding of how to strengthen, stiffen and reinforce more complex structures		

Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p><i>Let the spirit fly</i> and <i>Glockenspiel 1</i> How pulse, rhythm and pitch work together to create a song – Rhythm and Blues Identify the piece's structure, copy back, play, invent rhythmic and melodic patterns, contribute to the performance by signing, playing and instrumental part, understand the difference between pulse, rhythm and pitch, work together to create a song. Identify funky rhythms, tempo changes and dynamics. Explore and develop instrumental playing skills using the glockenspiel, learn to read the notes C, D, E and F, learn to play from the 10 simple melodies from this unit Key vocabulary – Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics. Bass, drums, guitar, keyboard, synthesiser, hook, melody</p>		<p><i>Stop! And The dragon song</i> Identify forms of songs: Introduction, verses, choruses Musical style Grime, rap, folk and pop Contribute to a performance by singing and playing musical instrumental part, identify the structure of the song, identify the digital/electronic sounds, discuss the texture/layering of the sounds, explore rapping short phrases Explore the genre of traditional folk music through this unit song, explore the pentatonic scale, sing and play tuned and untuned percussion instruments accurately and in time, play from the notes G, A and B, improvising and performing confidently Key vocabulary – style, rap, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture. Layers, structure, compose, improvise, hook, riff, melody, solo</p>		<p><i>Bringing us together</i> and <i>Reflect, rewind and replay</i> Song about friendship, peace, hope and unity Musical style – Disco Sing and play together to create a song, recognise different voices and instruments from their timbre, use tuned and untuned percussion to accompany the song, use notes from the range C,D, E, G and A as part of their performance. Reflect and revise the learning that has taken place across the terms, focus on confidence of performance and appraisal skills. Study the context of the musical styles covered; genres and periods, listen and appraise a different piece of music each week, commenting on style and period, likes and dislikes. Key vocabulary – keyboard, drums, bass, imagination, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, timbre, pentatonic scale, rhythm and blues, disco, folk, pop, rap/grime, classical baroque, romantic, medieval, renaissance 20th century, a variety of composer names</p>	

Religious Education	<p>Christianity How do Christians use symbols to describe God? What do others believe about God? eg. humanists, Buddhists, Hindus. In brief explain Christians see God as 'three in one' Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall, Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives.</p>	<p>Christianity Islam Judaism Is there a right way to welcome a new baby? Why do Christians call Jesus the saviour at Christmas? Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies. Explain what Christians can learn about Jesus from the nativity stories, eg. 'God with us' 'Emmanuel' messiah. The concept and roles of the Trinity in Christianity</p>	<p>Judaism How and why do Jews Celebrate? How and Why is freedom linked to Passover? Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer & rescuer</p>	<p>Christianity What can we learn about the resurrection from the arts? Can people come back to life? Is there life after death? Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus. Explain with reference to the creative arts how God has a salvation plan for humans.</p>	<p>Judaism What makes something sacred/Holy for some people? How and Why is the Torah Important to Jews? Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. Identify ways in which many Jews show respect for the Torah. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham</p>	<p>Islam How do different Muslims express their beliefs about God? Why is Muhammed (PBUH) important to many muslims in the UK? Explain how Muslims describe Allah, eg using 99 names. Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p>
	MFL	<p>My school, your school - age/days, Introducing teacher and friends, classroom objects My local area /your local area Shops Everyday shopping Shopping for gifts Christmas</p>	<p>Epiphany A family tree Faces Celebrating carnival Parts of the body (and descriptions) Our own class aliens Easter</p>			<p>Feeling well / unwell Jungle animals (and fantastical animals) Summertime Weather Seasons Ice creams</p>
<p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Use imperative and understand/give commands to others. Begin to understand commands for 2nd person singular or 2nd person plural. Ask and answer a question using tener (sometimes in the negative) Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. Revisit and consolidate knowledge of singular masculine and feminine nouns and use of el/la. Use of “es” and “son” with singular and plural nouns. Begin to explore adjectives after noun and change of spelling to agree with gender of noun Can understand simple written phrases. Can match sounds to familiar written words.</p>						

	Adjectives and spellings to agree with gender of nouns and whether singular or plural. Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.					
Physical Education	Team Games Learn about passing and moving to evade during team games. Play invasion games to increase skill and confidence.	Dance Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Link to Roman battle cry/warrior dance	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics – sequencing link to the water cycle.	Team Games Use running, jumping, throwing and catching in isolation and in combination – basketball and tag rugby. Apply basic principles suitable for attacking and defending,	Athletics Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance	Striking and Fielding Use hand-eye co-ordination to develop striking skills – rounders and tennis Play competitive games, Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Computing	Programming: Use a variety of tools to create a program Use an efficient procedure to simplify a program Recognise an error in a program and debug it Know that I need to keep testing my program while I am putting it together Recognise that using algorithms will also help solve problems in other learning such as Maths Know that I need to keep testing my program while I am putting it together Use logical thinking to solve a problem by breaking it up into smaller parts. Use a sensor to detect a change which can select an action in a program Recognise that an algorithm will help me sequence more complex programs Use a variety of tools to create a program		Technology in our Lives Think about the reliability of information I read on the World Wide Web Identify key words to use when searching safely on the World Wide Web Tell you how to check who owns photos, text and clipart Tell you whether a resource I am using is on the Internet, the school network or on my own device Identify key words to use when searching safely on the World Wide Web Create a hyperlink to a resource on the World Wide Web		Handling Data Organise data in different ways Collect data and identify where it could be inaccurate. Use a datalogger to record and share my readings with my friends Organise data in different ways Plan, create and search a database to answer questions Choose the best way to present data to my friends.	Multimedia Change the appearance of text to increase its effectiveness Create, modify and present documents for a particular purpose Use an appropriate tool to share my work Give constructive feedback to my friends to help them improve their work and consider my own work in the same way Be confident to explore new media to extend what I can achieve Use photos, video and sound to create an atmosphere when presenting to different audiences Explore new media to extend what I can achieve Check who owns photos, text and clipart.
Online Safety	Talk about the ways I can protect myself and my friends from harm online Know that anything I post online can be seen by others Use the safety features of websites as well as reporting concerns to an adult Comment positively and respectfully online Choose a secure password when using a website Talk about why I need to ask a trusted adult before downloading files and games from the Internet.					

PSHE + RSE	Keeping Safe To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. To recognise the different risks in different situations and how to behave responsibly. To know the school rules about health and safety. To know how to report feelings of being unsafe or feeling bad about any adults To know how to ask for advice or help Know how to report concerns of abuse and the vocabulary to do so	Valuing Differences To explain sexual differences between males and females. To resist pressure to do something which makes them feel uncomfortable To know how boys' and girls' bodies change as they grow up, and how these changes affect them Know that stable, caring relationships, which can be of different types, are at the heart of happy families. Know the characteristics of friendship; mutual respect, kindness, trust Truthfulness, loyalty, generosity	Supporting friends and other people To recognise the feelings/views of others without being told and try to see things from their point of view. To recap what makes a good friend – sharing interests and experiences and support with problems and difficulties. To identify different forms of bullying , their impact and how to get help. To know what the difference between a bystander or an upstander is To recognise online risks, what to do with harmful content and who to contact or report to.	More about me To make responsible choices despite their preferences. Keep personal information safe, resisting pressure from others. To know that the same principles apply to online relationships as to face to face relationships To demonstrate that they recognise their own worth and that of others. Be aware of when to listen to their emotions. To understand the importance of respect for others even online and when we are anonymous.	Let's go shopping Make informed choices about spending and saving money. Pay for things in different ways. Track spending and saving by keeping accurate records	Diversity and Society Understand that a diverse range of people make up our community and the importance of respecting equality Explain how their actions have consequences for themselves and others. .Show how they care for the environment/ community (e.g. animals and school grounds) Understand the importance of respecting equality thinking about the lives of people living in other places and people with different values and customs.
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