

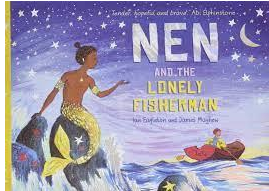
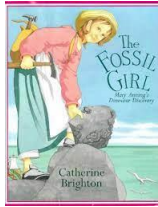
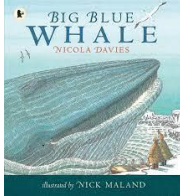
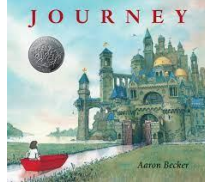
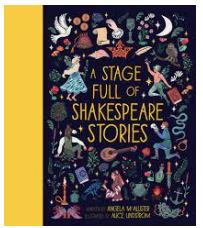



















Year 3/4 English and Maths Curriculum Overviews Year B

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
 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

Science Living Things 	History Stone Age to Iron Age 	Science Light 	Science Forces and Magnets 	Geography Volcanoes and Earthquakes 	Science Rocks and Soils 	History Ancient Egypt 	Science Plants 
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Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living Things recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.	Light recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change.	Forces and Magnets compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other	Rocks and Soils compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter.		Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Geography			Volcanoes and Earthquakes Describe and understand key aspects of earthquakes and volcanos. Research different volcanos and the effects of a volcanic eruption on the surrounding land and how land use has changed over time. Locate geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		Egypt Revisit continents and locate the main countries in Europe as well as Egypt. Study the main physical and human geography of Ancient Egypt Locate and name the main countries in Europe- including their capital cities on a map.	
History	Stone Age to Iron Age What BC means on a timeline About the three periods of the stone age How farming changed during the Stone Age How inventions impacted the lives of people in the stone age What types of homes people lived in during the Stone Age What primary and secondary source information is				Ancient Egypt What life was like in Ancient Egypt. About the two Egyptian kingdoms. How life revolved around the Nile and how this affected daily life. About the Gods that the Ancient Egyptians believed in and how this affected their lives. What burial rituals the Ancient Egyptians followed	
Art	Cave Paintings Clay and printing techniques Incorporate form, pattern, and texture.		Volcano Art Pastels Develop drawing skills using charcoal, pencils and sketching. Incorporate		Sculpture Clay pots/urns Introduce children to a wide range of sculptures and	



	Use imagination and experience to influence work. Analyse and interpret natural and manmade forms of construction. Use a wide variety of tools and refine skills. Plan, design, make and adapt models.		previously learned techniques i.e. line, shape (geometric and irregular), colour and space. Use different media to achieve variations in line, texture, tone, colour, shape and pattern		artists. Choose one for in-depth analysis. Evaluate and analyse their work and form their own opinion. Replicate the work to gain understanding and improve technique and control. Plan, create and evaluate a sculpture. Recap sculpture and incorporate some of what has been covered.	
Design Technology		Construction Design and make a Stone Age Flint Axe/Spear To understand how well products have been designed, made, what materials have been used and the construction technique. Know how to make a diagram of product with labels when designing. Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Evaluate product against their original design criteria e.g. how well it meets its intended purpose.		Food Make a survival snack bar understand and apply the principles of a healthy and varied diet Select tools and techniques for making their product.. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Demonstrate hygienic food preparation and storage.		Mechanisms Make a water carrier Understand that materials have both functional properties and aesthetic qualities; apply their Understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products Explain how mechanical systems such as levers and linkages create movement; Use mechanical systems in their products

Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Mama Mia and Glockenspiel 2</u> Musical style Pop Using a variety of ABBA's music, identify the structure of songs, identify different instruments, changes in tempo,		<u>Three little birds and Lean on me</u> Identify the structure of songs through songs about happiness and animals Musical styles – Reggae and Soul/gospel		<u>Blackbirds and reflect, rewind and replay</u> Musical style Pop Identify the instrumentation of the piece, discuss the structure of the song and how the two male voices fit within it, identify the sounds effects used in the piece.	



<p>Music</p>	<p>dynamics, texture and timbre. Sing and play tuned and untuned percussion instruments accurately and in time. Revise the melodies learned from the previous Glockenspiel unit and learn new melodies. Explore dynamics and pitch range of their instruments, play confidently and accurately, the melodic parts of the score, compose using the notes C, D, E, F, and G. Perform by singing and playing, critique their own and others performance</p> <p>Key vocabulary – Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, structure, hook, riff, melody, solo, duet, harmony, pentatonic scale, unison, verse, chorus, introduction, bridge section, rhythm patterns, structure, accompaniments</p>		<p>Identify the musical style of the piece, identify the structure of the song, identify the vocal and instrumental range. Find the pulse, identify rhythmic patters and riffs, sing and play the melody, use the notes from the range – C, D, E, F and G to accompany, improvise and compose. Identify the instrumentation and vocal composition of the piece; copy back, play and invent melodic and rhythmic phrases, play notes from the range noted above by ear as accompaniment to the song, recognition notation on the stave</p> <p>Key vocabulary – introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae, pentatonic scale, unison by ear, notation, melody, pulse, composition, backing vocal</p>		<p>Comment on the use of sounds effects and instrumentation. Discuss how music tells a story. Sing and play along to the song accurately and in time. Play tuned percussion from the note range C, D, E, G and A. Recognise the pentatonic scale, play parts of the melody by ear. 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.</p> <p>Key vocabulary – acoustic guitar, percussion, birdsong, sounds effects, civil rights, racism, equality, pentatonic scales, unison, harmony, pulse, pitch, rhythm, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, duet, Reggae, Soul, Gospel, Pop, Rap, Classical, Baroque, Romantic, Medieval, Renaissance, 20th Century, variety of instruments and composer names</p>	
<p>Religious Education</p>	<p>Christianity</p> <p>Explain how the bible is used in the local church by Christians for guidance, devotion & inspiration Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love & forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’). Extra: look at other approaches to sacred texts.</p>	<p>Christianity</p> <p>Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg Jesus’ baptism. John the Baptist, BAPTISM with fire on day of Pentecost)</p>	<p>Christianity</p> <p>Explain Christians see God as ‘three in one’ (Father, Son and Holy Spirit known as the Trinity). Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives Describe and suggest reasons why Christians call Jesus ‘Saviour’ using references from key texts studied, eg Creation; The Fall,</p>	<p>Islam</p> <p>Recognise the Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).</p> <p>Make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-F</p>	<p>Islam</p> <p>Recognise the Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).</p>	<p>World Faiths</p> <p>Explain how some Muslims organisations help people in need.</p> <p>Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers.</p> <p>Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.</p>



MFL	Getting to know you Numbers 1-10 Colours Bonfire night colours Commands colours numbers Calendar time Christmas starry night		Epiphany celebrations Animals around us Carnival & playground games Easter celebrations		Food we eat everyday (fruit and breakfast foods) Going on a picnic!	
	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing, Appreciate stories, songs, poems and rhymes in the language,					
Physical Education	Team Games Use running, jumping, throwing and catching in isolation and in combination – football and netball	Dance Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Link to Stone age.	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics	Outdoor Adventure Take part in outdoor and adventurous activity challenges both individually and within a team Learn the importance of decision-making and team building. – Link to Bear Grylls	Athletics Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance	Striking and Fielding Use running, throwing and catching in isolation and in combination - Rounders Play competitive games, Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Computing	SOW Bringing it to life Research- making an 'e book', Powerpoint-info Scratch-front cover, sound and movement using the keyboard, interactive scenes. Online safety use of www for information		SOW Move it and sort it Lego WeDo –getting started, making own robots, Photo story. Posters Scratch-games Online safety keeping password secure		SOW Games in a new world Lego WeDo –getting started mini projects. Programming-Kodu-games Multimedia –filming, changing faces. Online games- create new quiz Powerpoint-story Online safety keeping devices safe.	
Online Safety	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information					

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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