



## Curriculum Overview 2015-16

Class 2 Year group 3/4	Term 1	Term2	Term3	Term 4	Term 5	Term 6
<p>Geography</p>	<p style="text-align: center;"><b><u>Bean to Bar</u></b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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, and a region within North or South America- Ecuador</li> </ul> <p><b>Human geography</b></p> <ul style="list-style-type: none"> <li>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>		<p style="text-align: center;"><b><u>Time Traveller- Gloucestershire</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their human/physical characteristics, key topographical features and land-use patterns; understand how some of these aspects have changed over time</li> </ul> <p><b>Human geography</b></p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use</li> </ul> <p><b>Geographical skills/fieldwork</b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present human/physical features in the local area using a range of methods</li> </ul>	



<p>History</p>		<p><b>Attack!</b></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain           <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> </li> <li>Britain's settlement by Anglo-Saxons and <b>Scots</b> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A local history study           <ul style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above               <ul style="list-style-type: none"> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – Tudors, Saxons, Stone Age, Romans</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - Tudors</li> </ul> </li> </ul> </li> </ul>
<p>Art &amp; Design</p>	<ul style="list-style-type: none"> <li>improve mastery of art and design techniques, including drawing, painting and sculpture</li> </ul> <p><b>Pop Art- Andy Warhol</b> <b>Luis Burgos Flor</b></p>	<ul style="list-style-type: none"> <li>Great artists, architects and designers in history.</li> <li>Line and form</li> <li>Colour</li> </ul> <p><b>Roman architecture and mosaic</b></p>	<ul style="list-style-type: none"> <li>Great artists, architects and designers in history.</li> </ul> <p><b>Nature in Art trip, Photography Lowry</b></p> <ul style="list-style-type: none"> <li>Use sketch books to record observations/review/revisit</li> </ul>



<p><b>Design Technology</b></p> <p>Design Make Evaluate (within each unit)</p>	<ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p>Electrical quiz game</p>		<p>Textiles- applique to tell a story</p> <p><b>Romulus and Remus</b></p>			
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>appreciate and understand a wide range of music from different traditions and from great composers and musicians</li> </ul> <p>South American music</p>		<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p>Telling a story with music-reading music</p>		<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts</li> <li>improvise and compose music for a range of purposes</li> </ul> <p>Recorders</p>	
<p><b>Science</b></p>	<p>Electricity (Y4)</p>	<p>Changing Materials- Liquids, solids and gases (Y4)</p>	<p>Sound (Y4)</p>	<p>Light and Shadow (Y3)</p>	<p>Green Plants (Y3/4)</p>	<p>Forces, magnets and springs (Y3)</p>
<p><b>Computing</b></p>	<p>Unit 3.1 We are programmers  Programming</p>	<p>Unit 3.2 We are bug fixers  Computational thinking</p>	<p>Unit 3.3 We are presenters  Creativity</p>	<p>Unit 3.4 We are network engineers Computer networks</p>	<p>Unit 3.5 we are communicators Communication and collaboration</p>	<p>Unit3.6 we are opinion pollsters  Productivity.</p>
	<p>Unit 4.1 We are software developers Programming</p>	<p>Unit 4.2 we are toy designers  Computational thinking</p>	<p>Unit 4.3 we are musicians  Creativity</p>	<p>Unit 4.4 We are HTML editors Computer networks</p>	<p>Unit 4.5 we are co-authors Communication and collaboration</p>	<p>Unit 4.6 we are meteorologists  Productivity.</p>
<p><b>PE</b></p>	<p>Dance</p>		<p>Gymnastics</p>		<p>Athletics/Tennis</p>	



	Team building	Invasion Games- Netball, football	Rounders	
RE	Where and how do Christians worship? Harvest- Trees Christmas- Journeys	How do religious families practice a faith and how does this influence their lives? Easter- Jesus takes the lead	Islam- <i>What is the Qur'an? What do stories about Muhammad tell Muslims about Allah? Where, how and why do Muslims worship?</i>	
PSHE	Mental Health-Y3	Getting Along	Money and Finance	
MFL	Classroom equipment	Hobbies/Past times	Weather	The High Street



## Curriculum Overview 2016-17

Class 2 Year group 3/4	Term 1	Term2	Term3	Term 4	Term 5	Term 6
<p>Geography</p>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>		<p><b><u>Mighty Earth</u></b></p> <p><b>Physical geography</b></p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of:</li> <li>▪ physical geography, including: mountains, volcanoes and earthquakes.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe</li> </ul>		<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ 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, plans and graphs, and digital technologies.</li> </ul>	
<p>History</p>	<p><b><u>Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</li> </ul>		<ul style="list-style-type: none"> <li>▪ the Roman Empire and its impact on Britain               <ul style="list-style-type: none"> <li>- Effects of Mt Vesuvius eruption over Pompeii</li> </ul> </li> </ul>		<p><b><u>Welcome to Bedrock</u></b></p> <ul style="list-style-type: none"> <li>▪ changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>▪ late Neolithic hunter-gatherers and early farmers, for example,</li> </ul>	



				<p style="text-align: center;"><b>Skara Brae</b></p> <ul style="list-style-type: none"> <li>▪ Bronze Age religion, technology and travel, for example, Stonehenge             <ul style="list-style-type: none"> <li>▪ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> </ul>
<p><b>Art &amp; Design</b></p>	<p>Hieroglyphics</p>	<ul style="list-style-type: none"> <li>▪ about great artists, architects and designers in history.</li> </ul> <p>Papyrus paper</p>	<ul style="list-style-type: none"> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p>Creating volcanoes- mod roc</p>	<ul style="list-style-type: none"> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - clay</li> </ul> <p>Cave drawings- clay</p> <ul style="list-style-type: none"> <li>▪ about great artists, architects and designers in history.</li> </ul> <p>Stonehenge investigation</p>
<p><b>Design Technology</b></p> <p><b>Design</b> <b>Make</b> <b>Evaluate</b> <b>(within each unit)</b></p>	<p style="text-align: center;"><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and</li> </ul>			<ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p style="text-align: center;">Stone Age carts</p>



	know where and how a variety of ingredients are grown, reared, caught and processed. Cooking- Egyptian bread					
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (choir, performances)</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the history of music. Ancient Egypt- instruments then and now</li> </ul>		<ul style="list-style-type: none"> <li>appreciate and understand a wide range of music from different traditions and from great composers and musicians Holst- Mars (volcano music)</li> </ul>	<ul style="list-style-type: none"> <li>use and understand staff and other musical notations Reading music-score</li> </ul>	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes Making instruments- Stone Age</li> </ul>	
<p><b>Science</b></p>	Bubbles (Y4) Water cycle/ changing states	Living things in their environment- digestion/ adaptation (Y4)	Rocks (Y3)	Animals and Humans Nutrition/ skeletons (Y3)		Living things in their environment- digestion/ adaptation (Y4)
<p><b>Computing</b></p>	Unit 3.1 We are programmers  Programming	Unit 3.2 We are bug fixers  Computational thinking	Unit 3.3 We are presenters  Creativity	Unit 3.4 We are network engineers  Computer networks	Unit 3.5 we are communicators  Communication and collaboration	Unit3.6 we are opinion pollsters  Productivity.
	Unit 4.1 We are software	Unit 4.2 we are toy designers	Unit 4.3 we are musicians	Unit 4.4 We are HTML editors	Unit 4.5 we are co-authors	Unit 4.6 we are meteorologists



	developers Programming	Computational thinking	Creativity	Computer networks	Communication and collaboration	Productivity.
PE	Gymnastics Ball skills		Dance (volcano) Invasion games-Netball, Hockey		Athletics Tennis Rounders	
RE	Who was Jesus and why do people follow him? Harvest: Belonging to each other		What makes the bible sacred, what does it tell us and how is it used?		What do Christians believe God is like and how does believing in God influence other people's lives?	
PSHE	Mental Health- Y4					
MFL	Greetings Family members	Numbers	Days of the week Months		Foods Parts of the body	