



Year 3/4 Cycle A - Curriculum Overview Science and Foundation Subjects

Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)	Aspiration and Wellbeing (DETERMINATION)
---------------------------	--------------------------------------	-------------------------------------	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working name of theme	Saxon & Scots Settlement		Water, Water Everywhere?		Viking and Anglo-Saxon Conflict	Italy - A holiday in Europe.
Pillar Concepts	Migration versus Invasion - Issues that cause world conflict. Cultural Change - Saxon legacy: Language, cultural identity and important Christian centres. Nutrition - knowing what makes a healthy diet. Caring for our teeth.		Climate change, responding to flooding and drought. Plastic pollution - cleaning up our oceans. Creating a sustainable future		Migration versus Invasion - Issues that cause world conflict.	Identity of the UK as part of Europe. Respect for differences in countries and cultures.
Big question	The Anglo-Saxons: the ruin of Britain?		Does our world have enough clean water?		Why did the Vikings come to Britain and were they really that bad?	How does life compare in an Italian mountain village to Otterbourne village?
Geography Table names based on countries in Europe Italy, France, Germany, Belgium, Switzerland			Water, Water Everywhere? Water distribution, the water cycle, impact of climate change and dealing with drought/ flooding. Identify the position and significance of the equator. Describe and understand key aspects of physical geography including the water cycle. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Explore the distribution of natural resources including water. Understand key human and physical differences by studying a place suffering from drought versus a place suffering from flooding.			A Mountain Village KS2 European Study – (Cortina d’Ampezzo) Children learn about where the UK is as part of Europe. Creating maps of Europe, using an atlas to locate countries and capital cities. Using maps to identify key geographical and human features. Compare life in an Italian village in the mountain with Otterbourne village. Explore settlement and land use and economic activity in both places.
History	Anglo-Saxons the ruin of Britain Cause & Consequence - Why come to Britain. Why/ how converted to Christianity Characteristic features - change from paganism to Christianity/ Saxon culture. Change & continuity - Changing kingdoms. Christian conversion from Paganism Historical Enquiry - to explore Christian conversion/ Saxon culture Chronology- Timeline/ map work to see when/ where from				Viking & Anglo-Saxon Conflict Interpretation of the past - murderous thugs or some positives? Cause & Consequence - Why Vikings came to Britain, conflict with Saxons Significance - Survival/ dominance of Wessex and later Wessex kings Characteristic features	

				Chronology - Where/ when Vikings came from/ went to via world map & timeline			
Design Technology	Structures – Photo Frames (present for parents) Design: 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate: investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex	Mechanisms – Levers and linkages **link to science** Moving Posters Design: 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Italian Salads <u>Create an Italian themed salad</u> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown and processed.			
Art		Georgia O'Keefe – nature in abstract			Viking Jewellery – sculpture		
Science	How Animals Move 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 the local and wider environment Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Teeth & Eating 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 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Food Chains Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying PRODUCERS, PREDATORS and PREY Identify a food chain in school environment and look at how it changes through the year (e.g. focus on birds) Different Food Chains Occur in Different Habitats	Parts of Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2lessons 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.		Solids, Liquids & gases 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	
Personal Development (including PSHE, RSE, British Values and SMSC)	Aiming High	Safety First	Digital Wellbeing	TEAM	Think Positive	Diverse Britain	
Religious Education	Stewardship UC Lower KS2 Unit 2A.1: Creation and Fall. What do Christians learn from the creation story? Christianity Focus	Angels LD Unit: Angels in the Christmas Story Christianity Focus	Authority LD Unit: The Torah Judaism Focus	Salvation UC Lower KS2 Unit 2A.5: Salvation Why do Christians call the day Jesus died 'Good Friday'? Christianity Focus	Kingdom of God UC Lower KS2 Unit 2A.6: When Jesus left, what was the impact of Pentecost? Christianity Focus	Enlightenment LD Unit: Wesak Buddhism Focus	
Computing	Y3 – introduction to Scratch (making a simple game)	Publisher – Create a Drinks Sale Poster.		Online Safety	Y3 – introducing Scratch (sound sequencing)	Creating Media: Photo Editing for Tourist Brochures	

	Y4 - count control loops (Toy Giveaway)			Healthy Wellbeing and lifestyle	Y4 - indefinite loops (Fish Tank game)	
Physical Education	Gymnastics (Make routines) Stability & Locomotion	Gymnastics (Wall bars & Travelling) Locomotion & Stability	Dance (Taught Routine) Stability & Locomotion	Dance (Maypole) Stability & Locomotion Y4 Swimming Locomotion	Dance (Respond to a stimulus) Child-led FMS depending on routine	Striking & Fielding (Rounders/Cricket) Manipulation & Locomotion
Music	South Africa (Instrumental Unit) Use and understand staff and other notations. Develop an understanding of the history of music. Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians. Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.	Body and tuned percussion (Rainforests) Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. 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. 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.	Changes in pitch, tempo and dynamics (Rivers) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Use and understand staff and other musical notations.	Maypole Dance/ Traditional Folk music	Developing singing technique (Vikings) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Jazz Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 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.
French Answering the register with common greetings with Bonjour or bon après-midi or J'm'appelle _____	J'apprends le français (I am learning French) <ul style="list-style-type: none"> Find France on a map and be able to recall at least one Francophone Use key greetings Ask and answer the question, 'How are you?' in French Ask and answer the question, 'What is your name?' in French Count to 10 in French Read, write, say and recognise 10 colours in French 	Je peux... (I am able...) <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in French Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able) Attempt to combine positive and negative sentence 	Les saisons (The seasons) <ul style="list-style-type: none"> Recognise, recall and remember the 4 seasons in French Recognise, recall and remember a short phrase for each season in French Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car' 	Les animaux (Animals) <ul style="list-style-type: none"> Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles Understand that there are more determiners/ articles in French than in English Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be) 	Les fruits (Fruits) <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit Say what fruits they like and dislike	Les glaces (Ice-creams) <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams Ask for an ice-cream in French using 'je voudrais' Say what flavour they would like Say whether they would like a cone or a small pot/tub of ice-cream

		structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but)				
First Hand Experiences	Stubbington Saxon Longhouse		Water Aid Speaker and drinks sale	Viking Day		