



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

<b>Pillars of our curriculum</b>	<b>Sustainability and Change (TRUST)</b>	<b>Diversity and Equality (RESPECT)</b>	<b>Aspiration and Wellbeing (DETERMINATION)</b>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Working name of theme</b>	Stone Age to Iron Age		Terrific Trade	The Roman Empire and its impact on Britain	Out and About in Otterbourne	
<b>Pillar Concepts</b>	Self-sufficiency versus a consumer driven society (consumerism).	Environmental Change and Habitats Environmental change and impacts on living things.	Globalisation/ interconnection. Inequality within our world. Rich V Poor.	Reduce, Reuse and Recycle (torch with recyclable materials). Renewable Energy - creating electricity sustainably.	Healthy and safe ways to travel to school.  Eye Protection.	Sustainable travel. Improving our local environment.
<b>Big question</b>	How did life change between the Neolithic, Bronze and Iron Ages?		Is trade terrific?		How can we improve cycle paths in Otterbourne? How can we encourage more children to travel to school sustainably?	
<b>Geography</b>  <b>Table name based on Countries in Europe</b> Spain, Portugal, Greece, Netherlands, Turkey			<b>Terrific Trade</b> -Locate the world's countries, inc South America concentrating on their environmental regions, key physical and human characteristics, countries, and cities -understand similarities and differences through the study of human and physical geography of a region within North or South America - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		<b>On your bike in Otterbourne</b> 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.	
<b>History</b>	<b>Stone Age to Iron Age Britain</b> Refer back to period from later world studies that were Bronze Age cultures. (Egyptian/Mayan/Greek) <b>Characteristic features</b> - Need to know features of each period to identify changes between them <b>Interpretation</b> - Scarcity of evidence means gaps have to be filled by reasoned interpretation <b>Change &amp; continuity</b> - explore change/ continuity in materials tools, burials, homes, settlements			<b>Roman Impact</b> <b>Change &amp; continuity</b> - Roman Life <b>Significance</b> - what is the most widespread and enduring aspect of their legacy? <b>Cause &amp; Consequence</b> - Why the Romans came to Britain, plus impact – short term long term		

	<b>Chronology</b> - Desktop Timeline comparison of durations etc. Historical Enquiry - Deduce information from objects			Chronology - Examine expansion of empire via timeline and world map		
<b>Design Technology</b>	<b>Textiles - Felt Bag</b> <b>Design:</b> 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, prototypes and pattern pieces. <b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including different textiles according to their functional properties and aesthetic qualities <b>Evaluate:</b> 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 <b>Technical knowledge:</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures			<b>Recycled Torches</b> <b>Design:</b> 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 <b>MAKE::</b> select from and use a wider range of tools and equipment to perform practical tasks], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities <b>Evaluate:</b> 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 <b>Technical knowledge:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products		
<b>Art</b>	<b>Prehistoric art – cave paintings using coal and chalk</b> <i>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]</i>		<b>Artist study – Beatriz Milhazes</b> <i>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]</i> <i>To know about great artists, architects and designers in history.</i>		<b>Our Local Area landscape drawing</b> <i>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]</i>	
<b>Science</b>	<b>Rocks</b> <ul style="list-style-type: none"> <li>☑ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>☑ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>☑ Recognise that soils are made from rocks and organic matter. (To be covered in habitat topic so just a light touch on this when doing structure of the earth)</li> </ul>	<b>Environmental Change &amp; Habitats</b> <ul style="list-style-type: none"> <li>☑ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b>Magnets</b> <ul style="list-style-type: none"> <li>☑ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>☑ 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</li> <li>☑ NC observe how magnets attract or repel each other and attract some materials and not others</li> <li>☑ Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>☑ Compare how things move on different surfaces:</li> </ul>	<b>Using Electricity</b> <ul style="list-style-type: none"> <li>☑ identify common appliances that run on electricity</li> <li>☑ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>☑ 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</li> <li>☑ recognise that a switch opens and closes a circuit and associate this with whether or not alarm lights in a simple series circuit</li> <li>☑ Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<b>Light &amp; Shadows</b> <ul style="list-style-type: none"> <li>☑ recognise that they need light in order to see things and that dark is the absence of light</li> <li>☑ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>☑ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>☑ Find patterns in the way that the size of shadows change.</li> </ul>	<b>Changing Sound</b> <ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- 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</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<b>PSHE &amp; Citizenship</b>	<b>VIPs</b>	<b>Be yourself</b>	<b>It's my body</b>	<b>One World</b>	<b>Money Matters</b>	<b>Growing Up</b>
<b>Religious Education</b>	<b>Ritual</b> LD Unit: Sukkot Judaism Focus	<b>Holy</b> LD Unit: Mary, Mother of God Christianity Focus	<b>Identity</b> LD Unit: Mezuzah and Shema Judaism Focus	<b>Freedom</b> LD Unit: Passover Judaism Focus	<b>People of God</b> UC Lower KS2 Unit 2A.2: People of God. What is it like to follow God? Christianity Focus	<b>Suffering</b> LD Unit: Dukkha Buddhism Focus
<b>Computing</b>	<b>Computing Systems &amp;</b>	<b>Powerpoint</b> Stone Age to Iron Age	<b>Digimap</b> – mapping of trade routes and distances.	<b>Y3 – introduction to Scratch</b>	<b>Y3 – introducing Scratch</b> (simple animation)	<b>Stop Frame Animation</b>

	<b>Networks - The Internet</b>		<b>Internet Safety Project Evolve Managing Online Information</b>	(making a simple game) <b>Y4 - count control loops</b> (Toy Giveaway)	<b>Y4 - indefinite loops</b> (Fish Tank game)	
<b>Physical Education</b> Different order for each class as R&R offering co-teaching for CPD on a rotation.  All classes will have Year 4 Swimming in Spring 2 with R&R delivering an extra striking and fielding unit to Year 3.	<b>Robins</b> Autumn - R&R Spring 1 -Gymnastics Spring 2 - Year 4 Swimming and Year 3 R&R Summer 1 - Dance Summer 2 - Striking & Fielding Games		<b>Sparrows</b> Autumn 1 - Gymnastics Autumn 2 - Invasion Games Spring 1 - R&R Spring 2 - Year 4 Swimming and Year 3 R&R Summer 1 -Dance Summer 2 - Striking & Fielding Games		<b>Wrens</b> Autumn 1 - Striking & Fielding Games Autumn 2 - Gymnastics Spring 2 - Year 4 Swimming & Year 3 R&R Spring 2 - Dance Summer - R&R	
<b>Music</b>	<b>Creating compositions for animations</b> (Mountains) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	<b>Rock and Roll</b> Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the clock, looking specifically at a walking bass line, and performing a while-class piece.	<b>Samba and carnival sounds and instruments</b> (S. America) Introducing samba/ sights and sounds of the carnival. Learning about traditional sounds and instruments, syncopated rhythms and composing samba breaks	<b>Maypole Dance/ Traditional Folk music</b>	<b>Adapting and transposing motifs</b> (Roman) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them.	<b>Haiku, music and performance</b> (Hanami festival) Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
<b>French</b>  <b>Answering the register with common greetings</b>  <b>with Bonjour or bon après-midi or</b>  <b>J'm'appelle _____</b>	<b>Les instructions (Classroom instructions)</b>  • To use the imperative form to give commands, orders or to express wishes (apart from 'Silence')  <b>Les jours de la semaine (Days of the week)</b>  • To recognise, recall and spell the seven days of the week  <b>Les mois (Months)</b>  • To recognise, recall and spell the twelve months of the year  <b>Les nombres (Numbers)</b>	<b>Nouns</b>  • To know how to determine a noun's gender (masculine or feminine) and plurality (singular or plural) in French • How to make singular noun plural • The correct articles (the words for "the" and "a") to use with a noun depending on the noun's gender (masculine or feminine) and plurality (singular or plural)  <b>Le jour de l'Armistice (Armistice Day)</b>  • To consider the history and traditions of Armistice Day in France  <b>Joyeux Noël</b>	<b>Les Légumes (Vegetables)</b>  • To name and recognise up to 10 vegetables in French • To attempt to spell some of these nouns (including the correct determiner/article) • To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall • To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables	<b>Quel heure est-il? (What time is it?)</b>  • To know how to tell the time on the hour in French • To know how to tell the time around the clock in French • To know how to use time to say when you do a particular activity  <b>Joyeuses Pâques (Happy Easter)</b> To consolidate key Easter vocabulary • To learn and sing an Easter song in French  <b>Le Poisson d'avril (April Fool)</b> To learn about the tradition of Le Poisson d'avril in France and to	<b>Les Formes (Shapes)</b>  • To name and recognise up to 10 shapes in French • To attempt to spell some of these nouns • To recognise that nouns have an article/determiner in French and in this case, the indefinite 'un' or 'une' • To have an opportunity to learn and/or revise numbers 1-5	<b>Petit Chaperon Rouge (Little Red Riding Hood)</b>  • To sit and listen attentively to a familiar fairy tale in French • To use picture and word cards to recognise and retain key vocabulary from the story  To name and spell at least four parts of the body in French as seen in the story

	<ul style="list-style-type: none"> <li>To recognise, recall and spell the numbers to 20</li> </ul>	<p><b>(Christmas)</b> To learn vocabulary about Christmas</p>		compare it with those in the UK		
<b>Key experiences and enrichment</b>	<b>Stone, Bronze, Iron Age Box</b>	<b>Stonehenge visit</b>		<b>Fishbourne Roman Palace</b>	<b>Geography fieldwork - evaluation of cycle paths</b>	<b>History fieldwork - Changing face of Otterbourne (housing over time)</b>