

Year 3-4 Curriculum Overview January 2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics (Cycle 1)</b>	Is Hogwarts really haunted or is it just the shadows		Were the Romans really rotten?		Ancient Egyptians - Awful or Awesome	
<b>Topics (Cycle 2)</b>	World War 1 - was it really a great war?		Can square cubes look round?		Pre-historic - Was it all just a bunch of cavemen?	
<b>Collective Worship (Cycle 1)</b> Diocese of Ely Acts of Worship	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Gifts Baptism of Christ Follow the Leader Guiding Light Parties People of Light and Darkness	Don't Do That! Sacrifices Water of Life Mothering Sunday Grain and Wheat Palm Sunday	Doubts Bravery Sheep Friends of Servants Prayer Tree Punished for Doing Good	Happy B'day Church Character building Everybody's Equal Don't Look Back Respect What a year! Mary Jones's Bible
<b>Collective Worship (Cycle 2)</b> Diocese of Ely Acts of Worship	Rules for Living The Royal Law Watch your Mouth! The Secret Servant Lesson from Esther Children are Best Doing Good	Don't Give Up Two Commandments Get Ready Don't Be Frightened Stir Up Sunday The Jesse Tree (x3)	The Time is Right Three Kings Day The Really Wise Men Skills and Talents (x2) The Light of Jesus Difficult Tasks	Don't Bear Grudges What Does your Face Show? What is Faith? Sports and Prizes Rules & 2 <sup>nd</sup> Chances Amazing Mum!	Shock and Surprise Alphabets Bravery Sheep The Church Grows Up	Doing Good Happy B'day Church Character building Don't Look Back Respect What a year! Mary Jones's Bible
<b>Visits/ Visitors (Cycle 1)</b>	Harry Potter Studios TBC		Roman day in school – Visitors TBC			
<b>Visits/ Visitors (Cycle 2)</b>			Cadbury World		Grimes Graves or Flag Flenn	
<b>Reading Texts (Cycle 1)</b>	Fiction: Harry Potter and The Philosopher Stone- JK Rowling  Non-Fiction: The book of Dragonology <b>Links: Fiction/ Non F</b>	Fiction: Harry Potter and The Philosopher Stone- JK Rowling  Non-Fiction: The book of Dragonology <b>Links: Fiction/ Non F</b>	Non-Fiction - Were the Romans really rotten?  Fiction: Escape from Pompeii - C Balit <b>Links: Fiction/ Non F</b>	Non-Fiction: Were the Romans really rotten?  Fiction: Escape from Pompeii <b>Links: Fiction/ Non F</b>	Non-Fiction: The story of Tutankhamun Fiction: The Cain Chronicles - The Red Pyramid  Fiction- The Sun King <b>Links: Ancient Egyptians (History)</b>	Non-Fiction: Rivers and Coasts  Fiction: Journey to the River Sea- Eva Ibbotson <b>Links: Ancient Egyptians (History)</b>

<p><b>Reading Texts (Cycle 2)</b></p>	<p>Fiction: Iron Man- Ted Hughes</p> <p>Non-Fiction - Horrible Histories Links: War Horse Links WW II Y5/6 (Weeting)</p>	<p>Fiction: Farm boy</p> <p>Non-Fiction: Archie's War Links: War Horse Links WW II Y5/6 (Weeting)</p>	<p>Fiction book: Charlie and the Chocolate Factory</p> <p>Non-Fiction: Fairtrade Links: Fiction/ Non F Links: History Chocolate, DT Non-Fiction: Mayans</p>	<p>Fiction- how to Train a Dragon</p> <p>Non-Fiction: Fairtrade Links: Fiction/ Non F Links: History Chocolate, DT</p>	<p>Fiction: Stig of the Dump</p> <p>Non-Fiction: The Stone age: Hunters, Gatherers and Woolly Mammoths Links: Stone Age (History)</p>	<p>Fiction- Krindlekrax- Philip Ridley</p> <p>Non-Fiction: The Stone age: Hunters, Gatherers and Woolly Mammoths Links: Stone Age (History)</p>
<p><b>English (Cycle 1)</b></p>	<p>Non-Fiction Instruction writing. "How to catch a Dragon" as model text "How to trap an Ogre" as Shared write Magical spell as hot write Organising non-fiction writing.</p>	<p>Fiction: Character and Setting description. Portal Story: Elf Road as model text</p>	<p>Fiction: Warning tale with Cliff hanger Draft and write narrative by creating characters, settings and plot.</p>	<p>Non-fiction - Newspaper report</p> <p>Organising non-fiction writing.</p> <p>Hot write - Destruction of Pompeii</p>	<p>Fiction: Suspense tale - Building suspense. Draft and write narrative by creating characters, settings and plot.</p>	<p>Non-Fiction: Adverts - Persuasive writing</p>
<p><b>English (Cycle 2)</b></p>	<p>Non-Fiction: Recount - Letter writing Organising non-fiction writing.</p>	<p>Fiction: Fear story Draft and write narrative by creating characters, settings and plot.</p>	<p>Fiction: Wishing Tale Draft and write narrative by creating characters, settings and plot. Poetry</p>	<p>Non-Fiction: Diary Organising non-fiction writing.</p>	<p>Fiction: Defeating the Monster. Draft and write narrative by creating characters, settings and plot.</p>	<p>Non-Fiction: Discussion with regards to Stone, Iron and Bronze age.</p>
<p><b>Mathematics (Cycle 1)</b></p>	<p>Number: Place Value, HTU, partitioning, count on and back in multiples, bonds, mental add and subtract, inverse (+Yr 4) ThHTU, add using partitioning, column addition.</p>	<p>Number: Partitioning, subtract on number line, arrays, multiply and divide, repeated addition (+Yr4) column subtraction.</p>	<p>Number: add, subtract and place value Decimals Place Value, Fractions, Money: add, subtract Measure: Units, add, subtract, multiply, divide</p>	<p>Fractions - equivalent Measurement: Weight, capacity, length Money: Rounding (yr4+) long multiplication, short division</p>	<p>Number-negative numbers Co-ordinates Geometry Shape Perimeter Angles</p>	<p>Time data handling Addition, subtraction, multiplication, division</p>
<p><b>Mathematics (Cycle 2)</b></p>	<p>Number: Place Value, HTU, partitioning,</p>	<p>Number: Partitioning, subtract on number</p>	<p>Number: add, subtract and place</p>	<p>Fractions - equivalent Measurement:</p>	<p>Number-negative numbers</p>	<p>Time data handling Addition, subtraction,</p>

	count on and back in multiples, bonds, mental add and subtract, inverse (+Yr 4) ThHTU, add using partitioning, column addition.	line, arrays, multiply and divide, repeated addition (+Yr4) column subtraction.	value Decimals Place Value, Fractions, Money: add, subtract Measure: Units, add, subtract, multiply, divide	Weight, capacity, length Money: Rounding (yr4+) long multiplication, short division	Co-ordinates Geometry Shape Perimeter Angles	multiplication, division
<b>Science (Cycle 1)</b>	Light/Shadows/reflections - Observe and name - Observe and name how shadows change size and shape.	Sound - Name sources of sounds. - Notice vibrations	Magnets and Forces - Observe movement – rolling, falling, flying, walking, running, use words like faster & slower. - Notice forces, strength of magnets, attract & repel, classify magnetism of objects	Magnets and Forces - Observe movement – rolling, falling, flying, walking, running, use words like faster & slower. - Notice forces, strength of magnets, attract & repel, classify magnetism of objects	Electricity - Construct series circuits, identify whether bulbs will work or not, use switches - Recognise some common materials for each, associate metal with conduction	States of Matter - Group solids, liquids and gases. - condensation and evaporation <a href="#">Links: Y1/2 Materials</a>
<b>Science (Cycle 2)</b>	Animals Classification Food chains Digestive system and teeth		Plants functions and requirements of plants. Plant investigations Life cycle of plants	Habitats - environment and classification	Geology - Rocks and Fossils	Animals-nutrition-from food Skeletons, muscles for support, movement and protection
<b>RE (Cycle 1)</b>	<u>Understanding Christianity</u>  <b>Creation/Fall</b> What do Christians learn from the Creation story? <b>Core</b>	<u>Understanding Christianity</u>  <b>Incarnation</b> What is the Trinity? <b>Core</b>	<u>Interfaith Unit</u>  <b>Marriage across different religions;</b> L1. Christian L2. Jewish L3. Muslim L4. Hindu	<u>Understanding Christianity</u>  <b>Salvation</b> Why do Christians call the day Jesus died Good Friday? <b>Core</b>	<u>Understanding Christianity</u>  <b>People of God</b> What is it like to follow God? <b>Core</b>	<u>Focus on other Faiths</u>  <b>Being a Hindu</b>  <b>Would celebrating Divali at home and the community bring a sense of belonging to a Hindu child?</b>  <b>How can Brahman be everywhere and in everything?</b>
<b>RE (Cycle 2)</b>	<u>Understanding Christianity</u>	<u>Understanding Christianity</u>	<u>Interfaith Unit</u>	<u>Understanding Christianity</u>	<u>Understanding Christianity</u>	<u>Focus on Other Faiths</u>

	<b>Creation/Fall</b> What do Christians learn from the Creation story? <b>Digging deeper</b>	<b>Incarnation</b> What is the Trinity? <b>Digging Deeper</b>	<b>Baptism across different religions;</b> L1. Christian L2. Jewish L3. Muslim L4. Hindu	<b>Kingdom of God</b> When Jesus left, What was the impact of Pentecost? <b>Core</b>	<b>Gospel</b> What kind of world did Jesus want? <b>Core</b>	<b>Being a Hindu.</b> <b>Would visiting the River Ganges feel special to a non-Hindu?</b>  <b>What is the best way for a Hindu to show commitment to God?</b>
<b>History (Cycle 1)</b>			Roman civilisation Expansion of the empire Improvements in living conditions	Roman civilisation Expansion of the empire Improvements in living conditions	Ancient Egyptian civilisation. Pyramids/ mummies/ farming techniques/ cultures/ religious beliefs	Ancient Egyptian civilisation. Pyramids/ mummies/ farming techniques/ cultures/ religious beliefs
<b>History (Cycle 2)</b>	Causes of WW1 Life in the trenches Animals in the war	Causes of WW1 Life in the trenches Animals in the war	Development of chocolate third world country. <b>Links: reading texts, Cadbury World, DT</b>	Development of chocolate third world country. <b>Links: reading texts, Cadbury World, DT</b>	Stone age Bronze age Iron age	Stone age Bronze age Iron age
<b>Geography (Cycle 1)</b>	Volcanoes and mountains	Volcanoes and mountains	Countries in Europe/ modern day names and borders/ names and borders from ancient times.	Water cycle	Egypt continent of Africa. Nile. Farming. Where to build and why. Climate and impact	Egypt continent of Africa. Nile. Farming. Where to build and why. Climate and impact
<b>Geography (Cycle 2)</b>	Countries of Europe Borders/territory expansion Comparison to today War to tourism	Countries of Europe Borders/territory expansion Comparison to today War to tourism <b>Links: Y5/6 Locate the world's countries</b>	Climate Rainforest Fair trade		Stonehenge Study a region of UK Settlements and Land use.	Stonehenge Study a region of UK Settlements and Land use.
<b>DT (Cycle 1)</b>	Wand making, Shadow puppets and Pumpkin soup. - Use research criteria to develop products which are fit for purpose - Use annotated sketches and prototypes to explain ideas		Catapults and Shields - Use research criteria to develop products which are fit for purpose - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own			

	<ul style="list-style-type: none"> <li>- Evaluate existing products and improve own work</li> <li>- Use mechanical systems in own work</li> <li>- Understand seasonality; prepare &amp; cook mainly savoury</li> </ul> <p>Links: <a href="#">Harry Potter</a></p>		<ul style="list-style-type: none"> <li>work</li> <li>- Use mechanical systems in own work</li> </ul> <p>Catapults and Shields</p> <ul style="list-style-type: none"> <li>-Use research criteria to develop products which are fit for purpose</li> <li>- annotated sketches and prototypes to explain ideas</li> <li>- Evaluate existing products and improve own work</li> <li>- Use mechanical systems in own work</li> </ul> <p>Links: <a href="#">Roman Civilisations (History)</a></p>			
<b>DT (Cycle 2)</b>	Clay poppies Trenches Weapons	Clay poppies Trenches Weapons	<ul style="list-style-type: none"> <li>Cooking - Chocolate recipes</li> <li>- Evaluate existing products and improve own work</li> </ul> <p>Links: <a href="#">Cadbury World</a></p>	<ul style="list-style-type: none"> <li>Design chocolate boxes</li> <li>- Evaluate existing products and improve own work</li> </ul> <p>Links: <a href="#">Cadbury World</a></p>		
<b>Computing (Cycle 1)</b>	E-Safety	How to use Microsoft office	Coding		Understanding Excel	Collecting and presenting data
<b>Computing (Cycle 2)</b>	E-Safety	How to use Microsoft office	Coding		Understanding Excel	Collecting and presenting data
<b>Art and Design (Cycle 1)</b>	<p>Make an Impression: Print making, string prints, callagraph prints, press print. Rembrandt- etchings Suzie MacKenzie, Sue Brown</p>	<p>Environmental Art: Sculpture Andy Goldsworthy Nils-Udo Richard Schilling</p>	<p>Colour theory: Painting, monochrome. Pablo Picasso – Blue Period</p>	<p>(Colour) Around the World: Native American, African, Indian, Ancient Egyptian, Aboriginal, Fairground Art</p> <p>Links: <a href="#">Ancient Egyptians (History)</a></p>	<p>Music (shape/ pattern): Panting or mixed media. Wassily Kandinsky Pablo Picasso</p>	<p>Figures: Sculpture Richard Stainthorp Alberto Giacometti Antony Gormley</p>

<p><b>Art and Design (Cycle 2)</b></p>	<p>Making your Mark: Drawing, embossing or wire sculpture. Pierre Emmanuel Godet Alberto Giacometti</p>	<p>Textiles: Weaving, Dying, Embroidery, Batik, Patchwork or Applique Ineke Berlyn Edwina MacKinnon Sandra Meech</p>	<p>Colour theory: Painting hot and cold. Vincent Van Gogh Georges Seurat – Pointillist technique Claude Monet - Impressionism Patrick Heron</p>	<p>Portraits: Painting, mixed media, collage, print making. Pablo Picasso Andy Warhol – Pop Art Amedeo Modigliani</p>	<p>Cave art Salt dough and making fossils. <b>Links: The Stone Age</b>  Symmetry (print making or collage) Wassily Kandinsky Pablo Picasso</p>	<p>Cave art Salt dough and making fossils. <b>Links: The Stone Age</b>  Sculpture (Architecture) Gothic Architecture Antoni Gaudi Cathedrals – stained glass windows</p>
<p><b>Music (Cycle 1)</b></p>	<p>Film music - Sing and play musically with increasing confidence and control. - Develop an understanding of musical composition, organising and manipulating ideas within structures and reproducing sounds from aural memory.  Play and perform in solo and ensemble contexts, using the interrelated dimensions of music.</p>	<p>Christmas preparation - Sing and play musically with increasing confidence and control. - Play and perform in solo and ensemble contexts.</p>			<p>Performance - Sing and play musically with increasing confidence and control. - Play and perform in solo and ensemble contexts</p>	
<p><b>Music (Cycle 2)</b></p>	<p>Comparison of music throughout the years starting with WW1. - Develop an understanding of the history of music.</p>	<p>Christmas preparation - Sing and play musically with increasing confidence and control. - Play and perform in solo and ensemble</p>		<p>Making rain falling instruments. - Play musically with increasing confidence and control</p>		<p>Performance - Sing and play musically with increasing confidence and control. - Play and perform in solo and ensemble contexts</p>

		contexts.				
<b>PE</b> (Cycles 1 and 2)	Tag Rugby Football	Tag Rugby Indoor Athletics	Gymnastics (apparatus)	High 5 and ball skills	Kwik and Diamond Cricket Athletics	Athletics Rounders Sports Day
<b>School Sports</b> Competitions	Girls' football Cross Country	Indoor Athletics Tag Rugby	Key Steps Gym Swimming	Tri Golf High 5 and Tennis	Kwik Cricket Quad kids athletics	Kwik Cricket Rounders Area sports
<b>Languages</b> French (Cycle 1)	Getting to Know You - Engage in conversations and questions (greeting, introducing yourself) - Listen attentively to spoken language and show understanding (how you are, age, counting) - Develop intonation and pronunciation - Speak in sentences, using familiar vocab	All About Me - Listen attentively to spoken language and show understanding (instructions) - Read carefully and show understanding of words and phrases (my body, actions) - Develop intonation and pronunciation (colours) - Broaden vocabulary (clothes)	Family and Friends - Present ideas and information (family) - Broaden vocabulary (pets, home) - Explore the patterns and sounds of language through songs and rhymes (alphabet) - Understand basic grammar rules (introducing people) - Speak in sentences, using familiar vocab, (spelling)	Food - Appreciate stories, songs, poems and rhymes (Greedy Dog) - Understand basic grammar rules (food and preferences) - Describe people, places, things, actions (colours, food) - Engage in conversations and questions (food)	School - Listen attentively to spoken language and show understanding (classroom, P.E.) - Speak in sentences, using familiar vocab (pencil case, subjects) - Engage in conversations (around school)	Time - Develop intonation and pronunciation (counting 11-31) - Listen attentively to spoken language and show understanding (days of the week) - Read carefully and show understanding of words and phrases (months of the year) - Speak in sentences, using familiar vocab, phrases and language (Mon anniversaire) - Present ideas and information (dates) - Understand basic grammar rules (yesterday, today, tomorrow)
<b>Languages</b> French (Cycle 2)	Where in the World - Speak in sentences, using familiar vocab, phrases and language (UK countries and capitals UK, animals) - Understand basic grammar rules (countries, continents)	All About Town - Develop intonation and pronunciation (Where do you live?) - Listen attentively to spoken language and show understanding (town) - Explore the patterns and sounds of	On the Move - To present ideas and information (transport) - Understand basic grammar rules (How you go to school) - Develop intonation and pronunciation (Directions)	Holidays & Hobbies - Understand basic grammar rules weather, seasons) - write and adapt phrases from memory (seasons) - Present ideas and information orally to a range of audiences	Going Shopping - Engage in conversations and questions (fruit, money) - Speak in sentences, using familiar vocab (vegetables) - Understand basic grammar rules	What's the Time? - Speak in sentences, using familiar vocab (o'clock, half past, quarter past/ to) - Speak in sentences, using familiar vocab (my day) - Engage in conversations and

	<ul style="list-style-type: none"> <li>- Broaden vocabulary</li> <li>- write phrases and sentences</li> </ul>	<p>language through songs and rhymes (counting)</p> <ul style="list-style-type: none"> <li>- Present ideas and information orally to a range of audiences (address)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe people, places, things and actions (Move it)</li> <li>- Engage in conversations and questions (directions)</li> </ul>	<p>(weather)</p> <ul style="list-style-type: none"> <li>- Speak in sentences, using familiar vocab (holidays)</li> <li>- Engage in conversations and questions (sports)</li> </ul>	<p>(clothes)</p> <ul style="list-style-type: none"> <li>- Speak in sentences, using familiar vocab, phrases and language (where can I buy?)</li> </ul>	<p>questions (television)</p> <ul style="list-style-type: none"> <li>- Read carefully and show understanding of words and phrases (school day)</li> <li>- Listen attentively to spoken language and show understanding (time maths lesson)</li> </ul>
<p><b>PSHE</b> (Cycle 1)</p>	<p>Team - Developing an understanding of working as a team and dealing with emotions that can be felt due to certain issues.</p> <p>Rules</p> <p>Links- e-safety</p>	<p>Britain - British values, democracy, devise living.</p>	<p>Be yourself - Confidence in yourself and understanding strengths and achievements</p>	<p>It's my body - Allowing children to explore how they look after their bodies.</p>	<p>Money Matters - Encourages children to think about where money comes from and how it can be used.</p>	<p>Aiming high - Discussing achievements, skills and future plans</p>
<p><b>PSHE</b> (Cycle 2)</p>	<p>Think positive - Looking at mental health, keeping happy and staying positive</p> <p>Changes (SEAL)</p>	<p>Respecting rights - Understanding that everyone matters.</p> <p>It's Good to be Me (SEAL)</p>	<p>VIP - Forming and maintaining friendships and bullying.</p> <p>Relationships (SEAL)</p>	<p>Wider world - Inequality and differences across the world.</p> <p>Getting on and falling out (SEAL)</p>	<p>Growing up - Knowledge of the human body physically, and mentally. Looking at reproduction and family structure.</p> <p>Going for Goals (SEAL)</p>	<p>Safety first - Taking responsibility for your own safety.</p> <p>New beginnings (SEAL)</p>