YEAR 3/4 CURRICULUM OVERVIEW

CYCLE A	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	ANGLO-SAXONS	**TREMORS & RUMBLES**	**NEED A NAME VIKINGS**	**SCRUMDIDDLY-UMPTIOUS**	**MISTY MOUNTAIN**	**PREDATOR! / THE WIND IN THE WILLOWS**
Reading		Firework Maker's Daughter – Philip Pullman		Charlie & the choc factory	Dancing Bear	Wind in the Willows (playscript)
Writing				Recounts Instructions	Warning Story	
Science	Plants Set up practical enquiries & comparative & fair tests using terms dependent & independent variable; report on findings, incl oral & written explanations, displays or presentations of results & conclusions; Identify & describe functions of diff parts of flowering plants (roots, stem, leaves, flowers); explore requirement of plants for life (air, light water, nutrients & room to grow) & how they vary from plant to plant; invest the way water is transported within plants; explore the role of flowers in life cycle of flowering plants, incl pollination, seed formation & seed dispersal.	Rocks Compare & group together according to whether solids, liquids or gases; relate simple physical properties of some rocks to their formation (igneous or sedimentary); describe how fossils are formed when things that have lived are trapped within sedimentary rock; recognise that soils are made from rocks & organic matter	Electricity Identify common appliances that run on electricity; Construct a simple series electrical circuit,; identify whether or no identifying & naming basic parts (incl cells, wires, bulbs, switches & buzzers); 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 battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators & associate metals with being good conductors.	Nutrients & Digestion Record findings using simple scientific language, drawings, labelled diagrams, bar charts & tables; To understand animals and humans need the right types and amounts of nutrition and that they cannot make their own food; to understand & describe the digestive system in humans	States of Matter Make accurate measurements using familiar equipment; Record findings using simple scientific language, drawings, labelled diagrams, bar charts & tables; make accurate measurements using standard units using a range of eqpt (e.g. thermometers & data loggers); use straightforward scientific evidence to answer questions or to support findings. Compare & group materials according to solids, liquids & gases; observe that some materials change state when heated or cooled, & measure the temperature at which this happens in degrees (°C) building on teaching in maths; identify the part played by evaporation & condensation in the water cycle & associate the rate	Classification Ask relevant questions; Use results to draw simple conclusions and suggest improvements; identify differences, similarities or changes related to simple scientific ideas & processes

					of evaporation with temperature.	
History	Begin to use a source of evidence for historical enquiry in order to gain a more accurate understanding of history; describe different accounts of a historical event, explaining some of the reasons why the accounts may differ		Suggest suitable sources of evidence for historical enquiries; suggest causes & consequences of some of the main events & changes in history; Begin to give an overview of life in Britain from ancient until medieval times; Describe the social, ethnic, cultural or religious diversity of past society; place events, artefacts and historical figures on a time lines using dates; Use dates to describe events; describe the characteristic features of the past, incl ideas, beliefs, attitudes & experiences of men, women & children			
Geography		Focus on Italy Ask & answer geographical qus about the physical & human characteristics of a location; begin to explain own views about locations, giving reasons; use maps, atlases& globes and digital/computer mapping to locate countries & describe features; use a range of resources to identify the key physical & human features of a region; name & locate geographical locations & their identifying human & physical characteristics (incl hills,		Where do different foods come from? Ask & answer geographical questions about physical & human characteristics of a location; name & locate geographical regions & their identifying human and physical characteristics (incl hills, mountains, cities, rivers, topographical features & land use patterns; name & locate the equator, northern hemisphere, southern hemisphere, tropics of cancer & Capricorn, arctic & ant-arctic cicle, date/time zones. Describe some	Ask & answer geographical questions about physical & human characteristics of a location; use a range of resources to identify the key physical & human features of a region; name & locate some counties & cities of the UK; ; name & locate geographical regions & their identifying human and physical characteristics (incl hills, mountains, cities, rivers, topographical features & land use patterns; Describe key aspects of **human geog** (incl settlements & land-use); begin to use the eight points of a compass, four figure grid references, symbols and keys to	Rivers & water cycle Use fieldwork to observe & record the human & physical features in the local area using a range of methods incl sketch maps, plans & graphs and digital technologies; Describe key aspects of **physical geog** (rivers, mountains, volcanoes, earthquakes & water cycle),

		mountains, cities, rivers, key topographical features & land-use patterns); name & locate several of the countries of Europe & discuss their main physical & human characteristics; Describe key aspects of **physical geog** (rivers, mountains, volcanoes, earthquakes & water cycle), **human geog** (incl settlements & land-use.		of the characteristics of these geographical areas	communicate knowledge of the UK and wider world.	
Art	Textiles (make a purse) Shape & stitch materials;, back stitch and blanket stitch; colour fabric	Drawing Use different grades of pencils to show line, tone & texture; Annotate sketches to explain & elaborate ideas; Sketch lightly; Use shading, hatching & cross-hatching to show tone & texture Christmas Textiles use basic cross stitch			Printing Use layers of 2 or 3 colours; replicate patterns observed in natural or built environments; make printing blocks using materials chosen to get an effect they want; make precise repeating patterns of a more complicated design; replicate some of the techniques used by notable artists (Hokusai), artisan & designers (Orla Kiely); Create original pieces that are influenced by studies of others	
DT	Join textiles with approp. stitching; understand the need for a seam allowance; select the most appropriate techniques to decorate textiles;		Paper circuit with switches (CQ Unit)	Packaging (Construction) Choose suitable techniques to construct products or to repair items; Strengthen materials using suitable techniques; improve upon existing desings, giving reasons for choices; disassemble products to understand how they work		Frame structure (CQ Unit) Cut materials accurately & safely by selecting appropriate tools; apply appropriate cutting & shaping techniques that include cuts within the perimeter of the material(such as slots or cut-outs); select appropriate joining techniques; Measure & mark out to the nearest mm

RSHE	How do I manage my feelings?	Are boys and girls the same?	Online strangers Sharing online	How do I keep my body healthy? How do I get a healthy diet?	Friendship online Personal information	Are friendships always fun?

CYCLE B	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	TRIBAL TALES	**ROMAN WARRIOR**	**RAINFOREST**	**THE IRON MAN**	**SOUND OF THE SHEFFIELD CROWD**	**EGYPTIANS**
Reading	Stig of the Dump	Myths Y3 Boudica's Army Y4 – Queen of Darkness	The Great Kapok Tree	The Iron Man		
Writing	Instructions Adventure story	Myths	Poetry Persuasive letter	Newspaper report		
Science	Skeletons & Teeth Use results to draw simple conclusions & suggest improvements; make accurate measurements using range of eqpt; use results to draw simple conclusions & suggest improvements & predictions for more tests Identify that humans & some animals have skeletons & muscles for support, protection & movement; identify diff types of teeth in humans and their functions	Light Light is needed to see things & dark is absence of light; light is reflected from surfaces; light from sun can be dangerous and to protect eyes; shadows are formed when light is blocked; find patterns in the way size of shadows change	Climate Change & Local Habitat Study Gather, record, classify & present data in a variety of ways to help answer qus Environments can change & this can sometimes pose dangers to specific habitats; animals & humans need right types & amounts of nutrition & they cannot make their own food; food chains, identifying producers, predators & prey; Ecosystem, organism, producer, consumer, predator, prey, endangered, extinct	Forces Set up simple practical enquiries & comparative & fair tests; use terms dependent & independent variable Compare how things move on diff surfaces; some forces need contact between 2 objects but magnetic forces can act at a distance; magnets attract & repel, and attract some materials but not others; compare & group together a variety of everyday materials on basis of whether they are magnetic & identify some magnetic materials; describe magnets of having 2 poles; predict whether 2 magnets will attract or repel each other depending on which poles are facing	Sound Ask relevant qus; Identify diffs, similarities or changes related to simple scientific ideas & processes Identify how sounds are made (vibrating); How vibrations travel; Find patterns in pitch and the object that produces it; find patterns between volume of sound and strength of vibrations that produce it; sound gets fainter as distance from source increases	TBC – Revisit local habitat
History All units: Use literacy, numeracy & computing skills to a good standard in order to	Comparisons of stone age, bronze age & Iron age (Skara Brae)	Roman invasion, Boudicca's rebellion, Roman life, legacy Use dates to describe events; Suggest causes &			Local history Describe some changes that have happened in the locality of the school throughout history	Use evidence to ask qus to find answers to qus from the past; Suggest suitable sources of evidence from the past; Begin to use a source of

communicate information about the past	Use evidence to ask questions & find answers to qus about the past; Suggest causes & consequences of some of the main events & changes in history; Place events, artefacts and historical figures on a time line incl. dates; Understand the concept of change over time; Describe the characteristic features of the past, incl. ideas, beliefs, attitudes & experiences of men, women & children	consequences of some of the main events & changes in history; Describe the social, ethnic, cultural or religious diversity of past society; Place events, artefacts and historical figures on a time line incl. dates; Describe the characteristic features of the past, incl. ideas, beliefs, attitudes & experiences of men, women & children;				evid for historical enquiry to gain accurate understanding of history; **Compare some of the times studies with those of other areas of interest around the world;** Place events, artefacts & historical o a timeline using dates; Describe characteristic features of the past, icl. Ideas beliefs, attitudes & experiences of men, women & children;
Geography			Amazon Ask & answer geographical qus about the physical & human characteristics of a location; Begin to explain own views about locations, giving reasons; Use maps, atlases, globes and digital/computer mapping to locate countries & describe features; use a range of resources to identify the key physical & human features of a location; Name & locate geographical regions & their identifying human & physical characteristics, incl hills, mountains, cities, rivers, key topographical features & land use patterns; understand how some of the above aspects have changed over time; Name & locate equator, northern	Fieldwork & Map skills Use fieldwork to observe & record the human and physical features in the local area using a range of methods incl sketch maps, plans & graphs & digital technologies; Name & locate some counties & cities of the UK; Understand how some topographical features change over time; discuss & describe how the locality of the school has changed over time; Describe key aspects of **human geography** incl settlements & land use; begin to use the eight points of the compass, four figure grid references, symbols & keys to communicate knowledge of the UK and wider world.		

			hemisphere, southern hemisphere, tropics of cancer/Capricorn, arctic, Antarctic circles and time zones. Describe some of the characteristics of these geographical areas.			
Art In all units: Explore ideas for different purposes & audiences; Collect information, sketches & resources; Adapt & refine ideas as they progress; Comment on artworks choosing visual language from a choice	Sculpture (Make a simple pot) Create & combine shapes to create a recognisable form; Join clay & other mouldable materials adequately and work reasonably & independently; Use a variety of materials, making informed choices about the 3D technique chosen	Collage (Mosaic) Use tessellation, mosaic & montage Christmas craft using coiling (paper curling and coiling)	Painting Plan & create different effects & texture with paint according to what they need for the task; Make & match colours with increasing accuracy; choose paints & implements appropriately; Use watercolour paint to produce washes for backgrounds then add detail; Use more specific colour language (e.g. tint, tone, shade, hue); Replicate some of the techniques used by notable artists, artisans & designers (Henri Rousseau) Collage Select & arrange materials by overlapping & layering for a striking effect; ensure work is precise		Textiles (Small applique of local area) Quilt, pad & gather fabric	Textiles: Create weavings
DT All units will include: design with purpose by purpose by identifying opportunities to design; make products by working efficiently; refine work and techniques as work progresses, continually		Food (Christmas baking) Prepare ingredients hygienically using appropriate utensils; Measure ingredients to the nearest gram accurately; follow a recipe; assemble or cook ingredients (controlling temp of		Pneumatics (Create own robot) Create series & parallel circuits; control & monitor models using software designed for this purpose		Levers (Winding pulleys & gears) Shaduf Use scientific knowledge of transference of forces to choose approp. mechanisms for a product;

evaluating the product design		oven and/or hob)' design with.				
RSHE	What makes a good friend? How do I stop getting ill (tooth decay)? Are friends all the same?	Do families always stay the same? Are all families like mine?	How do we make the world fair? How can we help the people around us?	Where do you feel like you belong?	Digital media Verifying content and echo chambers	What is a period? (optional) Are we happy all of the time?
RE	Inspirational people from long ago	Journey of life and death – Christianity	Inspirational people from long ago (part 2)	Religion, family and community – Jewish and Muslim	Symbols and religious expression	Journey of life and death – Buddism