|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class 3**  **Curriculum Overview**  **Year B** | | | | | | | | | | | | |
|  | Topic 1  Rainforest | | | | | Topic 2  Kings and Queens  The Tudors | | | | Topic 3  Roman Empire! | | |
| Visit/Event/ Festival | Wild Road Show? | | | | | Bramhall Hall | | | | Roman day? | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Children in Need  Harvest Service  Christmas Service  Visit to URC | | | | | Fairtrade Fortnight  Sport Relief  Mothers’ Day  Easter Service | | | | St George’s Day  Fathers’ Day  Leavers’ Service | | |
| **Core Subjects** | | | | | | | | | | | | |
| Literacy | Please see separate planning for more detail. | | | | | | | | | | | |
| Numeracy | Please see separate planning for more detail. | | | | | | | | | | | |
| Science | Animals including humans - Y4  In this unit we will learn about the differences between exoskeletons and endoskeletons. We will be learning about animal food chains in the rainforest. We will learn to identify producers, predators and prey. We will also be comparing the skeletons of humans and different rainforest animals as well as their teeth. The class will also be learning about the human digestive system. | Living things and their habitats – Y4  In this unit we will become experts in the use of classification keys to help group, identify and name a variety of living things! Learn about the 7 characteristics of a living thing; sort living things in a number of ways; make a dichotomous classification key to identify local/rainforest invertebrates; make observational drawings and a group large-scale drawing of an insect; finally demonstrate your knowledge of classification keys to a young invited audience. | | | | Light - Y 3  We will learn about darkness being an absence of light and learning about how shadows are formed by making our own Tudor shadow puppets. We will be making a Tudor sundial to learn about how light changes through the day. Sound Y4  We will investigate how sound travels through different materials by carrying out enquiries using their brass instruments and trying to work out what is the best material to insulate the sound of a Tudor fanfare. We will also use the brass instruments to investigate changing pitch and volume as well as being introduced to different instruments. | | | States of Matter Y3, Y4  During this unit we will learn how to identify the properties of the three states of matter (solids, liquids and gases). We will carry out enquiries to investigate changing from one state of matter to another. We will learn how to use a thermometer correctly and record our results. | | | |
| Computing | E-safety  During this unit we will be really focusing on being safe online. It is a key feature of the new computing curriculum and will be taught throughout the year. But we have dedicated a term to it as a start point. During this unit they children will be creating a rap for powerful passwords, explore the concept that people can connect with one another through the Internet. They will also look at advertising and how advertisers try to entice you to buy products through spam and other methods. They will learn how to show respect online and how what you post online can be seen by anyone. With the unit ending with the children sending emails to each other. | | | | | Programming, controlling and coding.  We will be solving open ended problems with a floor robot. We will investigate how everyday devices are controlled using inputs and outputs.  Draw flow diagrams, (**algorithms**), to show how everyday devices work, we will also explore **loops** and **repetitions** to shorten the code. We will also plan, create and **debug** more complex sequences of instructions to achieve a specific outcome. | Multimedia  During this unit we will learn to recognise the difference and the advantages and disadvantages between electronic media and printed media; we will combine text and graphics in different layouts, font formats, graphics and images for different purposes or audiences. We will begin to use hyperlinks to other resources and understand that outside sources must be checked by the teacher. | | Digital Media  During this unit we will acquire, store and retrieve images from devices or Internet, edit using paint packages or photo-manipulation software to change and manipulate an image. We will talk about changes they can make to achieve a specific outcome and through peer assessment and self-evaluation, evaluate and suggest suitable improvements. During this unit we will begin to take pictures or video thinking about the purpose of the image and recording- consider mood, aspect and framing and make choices such as landscape and portrait using the enhanced tools. We will learn to manipulate images to change the mood e.g. by changing colours or light levels and use images or video clips in their multimedia unit. The end of unit assessment will involve creating a short animated sequence to communicate a specific idea | | | |
| Foundation Subjects | | | | | | | | | | | | |
| Art |  | | | | | | | | | | | |
|  | During our rainforest topic we will be producing lots of creative work, exploring their ideas and recording our experiences. | | | | | As we learn about the Tudor Royal family we will be looking at their portraits and try painting our own Royal portrait. Leading up to this we will have explored and designed some Tudor style clothes using templates and looking at the different styles traditional in Tudor times. | | | | During our Roman topic we will understand the historical and cultural development of art forms (3D portraiture). We will understand how art and design reflect history. We will evaluate and analyse our work and the work of others. We will also learn to explore their ideas to improve their mastery of art and design techniques with clay and record our observations in sketch books to revisit. | | |
| Design and Technology |  | | | | | | | | | | | |
|  | In this unit we will learn to generate, develop, model and communicate our ideas through discussion, annotated sketches and pattern pieces. We will also select from and use a wider range of tools and equipment to perform practical tasks. Use research and develop design criteria to functional products that are fit for purpose, aimed at particular individuals or groups. | | | | | We will be investigating Tudor houses, how they were made and what materials were used and we will then try to use these techniques to build our own Tudor houses. We would like to visit a Tudor house to try to gain a better understanding of what they were like to live in. | | | | During this unit we will look Roman buildings, select from and use a wide range of tools and equipment accurately to perform practical tasks.  We will select and use a wide range of materials and components … according to their functional properties and aesthetic qualities. | | |
| Geography |  | | | | | | | | | | | |
|  | We will learn to locate vegetation belts around the world. We will identify the position and significance of latitude, longitude, Equator. We will learn to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  The children will learn to understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest. | | | | | We will be exploring links with different countries in Tudor times and use world maps to understand why different foods and fabrics were bought from different countries. | | | | We will be learning to locate countries, using maps to focus on Europe. We will understand key aspects of human geography (including types of settlement and land use). We will also develop use of geographical knowledge, understanding and skills to enhance locational and place knowledge and name and locate counties and cities of the UK. | | |
| History |  | | | | | | | | | | | |
|  |  | | | | | In this topic we will be learning about the lifestyle and History of kings and queens, in particular Tudor kings and queens. We will begin by learning about the wider history of monarchs leading up to Tudor times then develop our understanding of their lifestyle through comparing their food, clothes and buildings to those of modern times. We will also be learning about important events in the lives of Henry VIII and Elizabeth I, interesting traditions and inventions from Tudor times and having a Tudor style celebration. | | | | In this topic we will develop a chronologically secure knowledge of world history, establishing clear narratives within and across the Roman era. We will understand how knowledge of the past is constructed from a range of sources.  We will also understand Roman art and the power of the Roman army and address and devise historically valid questions about change, cause, similarity and difference and significance. | | |
| Languages | We will be learning how to speak and write French this year. | | | | | | | | | | | |
|  | Moi (All about me) | | | | Jeux et chansons (Games and songs) | On fait la fête (Celebrations) | Portraits (Portraits) | | | Les quatre amis (The four friends) | ça pousse (Growing things | |
| Music |  | | | | | | | | | | | |
|  | We will begin our Brass lessons and learn some technical music language and begin to see music written down. The class will begin playing their instruments and start taking them home to practise what they have learnt. An external teacher will come in to deliver these sessions however follow up sessions will be carried out most weeks in order to practise. | | | | | During this topic we will be listening and responding to Tudor music. We will also try learning some simple songs and nursery rhymes from the past.  We will also continue with our Brass lessons learning some new pieces of music and developing our accuracy and technique when playing. | | | | Through this topic we will listen with attention to detail, we will learn to appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians.  We will continue with our Brass lessons and learn some new notes and more technical music language. We will listen to different pieces of music and discuss them using technical language. This will lead up to us performing what we have learnt in a concert. | | |
| PE |  | | | | | | | | | | | |
|  | Gymnastics – we will be working through the different fundamental skills to develop flexibility, strength, technique, control and balance. | | Dance – during this unit we will be using a range of movement patterns which will lead to a performance. | | | Handball – we will be learning how to play the game and applying basic principles suitable for attacking and defending. | Tag Rugby – During this unit we will learn the skills, tactics and attacking and defending principles. We will apply these when creating our own games to be tested, refined and played by others. | | | Tennis – In this unit we will learn how to play, they will learn the different skills and how to play tactically. | We will focus on Athletics in the Summer term and will be learning to use running, jumping, throwing and catching in isolation and in combination. We will also learn about different techniques to improve our performance. | |
| PSHE | Getting on and falling out | | | | | Changes | | | | Say no to bullying | | |
|  | We will be learning to recognising the positive things about ourselves and others and reflect on our mistakes in order to set personal goals.  We will also be learning to resolve differences and understand how actions affect others. We will also work towards a debate about a topical issue and reflect on why different people have different opinions. | | | | | During this topic we will learn about changes that have a positive or a negative effect and how we deal with change. We will also learn about changes that happen to us or affect us and changes that we could or have made to ourselves that have an effect on others. We will learn about different emotions and how we can deal with our emotions and how we can deal with change. | | | | We will be reading a book about a boy affected by bullying and use our imagination to understand other people’s experiences. We will also spend some time recognising and challenging stereotypes in particular linked to boy/ girl stereotypes. Throughout this topic we will realise the consequences of antisocial or aggressive behaviour. | | |
| RE | Christian Concept – Good News and God | | | Christian Concept - Christian Community and Incarnation. | | Christian Concept- Kingdom of God | | Christian Concept- Forgiveness and Salvation | | World Religions - Islam | | Christian Concept- Discipleship and God the Holy Spirit. |
|  | During this unit we will discover how stories of Jesus encouraged his disciples to live. We will be using the new testament to discover this. Throughout this unit we will be looking at Christians Symbols and how Christians use words, prayers, songs and hymns to describe God as ‘Three in one’. | | | In this unit we will look at how Christian communities differ. We will discover Christian practice and visit the churches in Tintwistle. We will also look at Advent traditions. | | We will be learning about how Jesus taught Christians about the kingdom of God through parables. | | In this unit we will be learning how Jesus forgave those who betrayed him and how Christians believe that everyone can be saved. | | During this unit we will be learning about how Muslims describe their God. We will learn how and why Muhammad is important to Muslims and we will look at different mosques. | | During these units we will learn how the Bible helps Christians to live and discover how Christian art teaches people about the Trinity. |