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| **Class 3**  **Curriculum Overview**  **2016/2017** | | | | | | | | | | | | |
|  | Topic 1  Home Sweet Home  Human Settlements | | Topic 2  British History: Crime and Punishment | | | | | | Topic 3  Stone age | | | |
| Visit/Event/ Festival | Visit to Manchester? | | GMPMuseum visit | | | | | | Whole school trip | | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Walk to school week  Walk around the local area.  Visit Longdendale Centre for practical science opportunities weekly. (First half term only)  Anti-bullying week  Children in Need  Harvest Service  Christmas Service  Visit to URC | | Fairtrade Fortnight  Comic Relief  Mother’s Day  Easter Service   |  | | --- | |  | | | | | | | St George’s Day  Father’s Day  Leavers Service | | | |
| Core Subjects | | | | | | | | | | | | |
| Literacy | Please see separate Literacy and Numeracy Curriculum overviews. | | | | | | | | | | | |
| Numeracy |
| Science | **Y4 – Living things and their habitats.**  During this unit we will  explore and compare the differences between things that are living, dead, and things that have never been alive. We will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. We will perform simple tests, observe and record our observations and use our ideas to suggest answers to questions.  **Year 3 – plants.**  During this unit we will identify and describe the parts of flowering plants and investigate what plants need to grow and survive. We will investigate the way water is transported in plants and explore the part flowers play in the lifecycle of flowering plants. We will compare the effect of different conditions needed for growth through our work at Longdendale Forest School. | | **Year 3 - Forces**  During this unit we will compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance. We will observe how magnets attract or repel each other and attract some materials and not others.  We will develop our prediction skills and predict whether two magnets will attract or repel each other, depending on which poles are facing. | | | | | **Year 4 – Electricity**  During this unit we will identify common appliances that run on electricity before constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We will give reasons for our predictions when identifying whether or not a lamp will light in a simple series circuit. We will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | **Year 3 – Rocks**  During this unit we will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will describe in simple terms how fossils are formed when things that have lived are trapped within rock  and recognise that soils are made from rocks and organic matter. We will record our findings in tables and use these to draw simple conclusions. | | | |
| Computing | **Programming, coding and controlling**  We will undertake creative projects where we design and debug code that achieves a specific goal. We will change variables within a program code to create an interactive game.  **Digital Exploration**  We will find effective ways of searching for information on the internet and consider personal safety. We will design posters which show our understanding how to deal with inappropriate content. | | **Multimedia**  During this unit of work the children will have the chance to publish a digital story book to tell the story of Dick Turpin. This will combine different elements of media such as images, text and sound. They will consider layout, colour and style as well as audience of their book and through this will learn about copyright requirements and know the risks attached when seeking resources using the internet.  **Data Handling**  As part of this unit the children will be given the opportunity to play detectives! They will be shown how to interrogate and then create a database. They will then use this knowledge to solve a dastardly crime! | | | | | | **Music and sound**  As part of this unit of work, children will be able to select and use appropriate sound files to fit a given context. They will upload these to the internet and share them with a wider audience. They will create a short persuasive piece to popularise the narrative text “UG”. | | | |
|  | **E-safety is taught every unit throughout the year and will be discussed through PSHE and if and when it is needed.** | | | | | | | | | | | |
| Foundation Subjects | | | | | | | | | | | | |
| Art |  | | | | | | | | | | | |
|  | In this unit we will learn about the work of L.S Lowry. We will study his famous works, his use of colour, perspective, his local area and replicate them to create a class collage. | |  | | | | | | As part of this topic we will be examining a range of cave art found around the world. We will identify typical subjects depicted in each scene and think carefully about the materials used and what we could use to replicate them in our own images. | | | |
| Design and Technology |  | | | | | | | | | | | |
|  | During this topic we will research and design an item of clothing using a local designer as inspiration. We will create the criteria our items must fulfil and use this to evaluate and improve our designs. | | During this topic we will investigate and develop design criteria to build a structure which could be used to keep a character contained! We will use mechanical or electrical systems in our design after analysing how dangerous characters have been kept safe over history. We will test our structures before suggesting future improvements. | | | | | | As part of this topic we will use a range of materials to build a model of a stone age home. We will think carefully about which materials could be used to represent different aspects of a home using those at Scara Brae as a template. | | | |
| Geography |  | | | | | | | | | | | |
|  | **Home Sweet Home:** In this unit we will investigate the local area and look at how the physical and human features have changed over time. We will record these on a variety of maps.  **Settlements**: During this unit, we will examine different types of settlements and what they provide for their communities. We will use ICT to see how communities can be linked together and will use this information to create our own “Perfect Places” using different scales. | | |  | | | | |  | | | |
| History |  | | | | | | | | | | | |
|  | We will be looking at the history of Tintwistle, its residents and how the location has changed over time. We will look at how areas have changed due to physical changes. | | During this topic we will study an aspect of British History: Crime and Punishment. We will examine the changes in attitudes towards different crimes over time from the Romans through the Tudor period to the Victorians. We will research various popular punishments and examine whether the punishment really did fit the crime! In addition to this we will compare the punishments in Britain with those around the world. | | | | | | During the topic of Stone Age we will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. We will understand how our knowledge of the past is constructed from a range of sources. We will create questions to investigate concerning the diet, living conditions and culture of people in the stone age. We will investigate trends and connections over time and use these observations when creating models of homes, clothing, food and cave paintings. | | | |
| Languages |  | | | | | | | | | | | |
|  | Giving verbal greetings and simple statements about ourselves. | Speaking and listening to instructions within the classroom. A French Christmas. | | Review of numbers. French colours and parts of the body. Moving from verbal to written language. | | | | Easter story and environment to include days of the week, months and seasons. | Review of the topics covered so far. Simple sentences around the topic of pets. | | | Typical spoken and written phrases covering likes/ dislikes and food. |
| Music | **Composition.** | | | | | **Ho Ho Ho** | | | | **Reflect and rewind** | | |
|  | This unit develops our ability to compose a short musical phrase to fit in with a well-known song. We will develop our understanding of the defining elements of a genre including the type of instruments used, the structure of the song and the awareness of pulse. We will listen and appraise different songs within the genre and practice our ability to maintain a steady rhythm! | | | | .During this unit we will learn a range of warm up games and learn to sing the song HO HO HO. We will appraise a range of other songs and genres – from boogie to jazz! There is a focus on whole class performance and we will learn about how best to fit in a range of singing voices when performing the composition. | | | | | This unit provides an opportunity for us to develop and demonstrate the musical skills, knowledge and understanding achieved in years 3 and 4.  The unit presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked to the pop genre. | | |
| PE |  | | | | | | | | | | | |
|  | **Circus Skills/Dance** | | | | | | **Basketball** | **Gymnastics** | **Football/ invasion games** | | **Cricket** | |
| Through this unit we will learn to develop flexibility, strength, technique, control and balance and perform dances using a range of movement patterns | | | | | | Through these units we will be 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. | | | | Through this unit we will develop our hand/eye coordination skills, throwing and catching skills as well as learning what it is like to work as a team. | |
| Throughout all PE, there will also be opportunities for the children to compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | | | | | | | |
| PSHE | In PSHE we use a mix of R-time activities, SEAL activities and we use the world news. Through these activities children learn about themselves, others and people in society. We look at British values and Christian Values and share how these are important in today’s society. We share, debate and try to persuade people, friends and teachers through role play, written and spoken discussions. | | | | | | | | | | | |
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| RE | **The Church and Holy Spirit.** | | **Jesus** | | | | | | **Judaism** | | | |
|  | We will learn about the Anglican communion and research the worldwide Church of England. We will look at what it means to be a Christian and at the good work the Church does around the world. | | During this unit we will learn about Jesus as a healer through reading bible stories and looking at a variety of artwork. We learn about important points in the life of Jesus (Christmas, Easter and Ascension) and how the related beliefs impact on the lives of Christians. | | | | | | This unit will teach us about key aspects of the Jewish faith. We will learn why Joseph is important to Jewish people and compare how Christians and Jews show love for God through their everyday life. | | | |