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| **Class 3**  **Curriculum Overview**  **Year B 2021/2022** | | | | | | |
|  | Topic 1  The World | | Topic 2  The Roman Empire  Ancient Greece | | Topic 3  We are Biologists | |
| Visit/Event/ Festival | Whole school trip | | King and Queens day | | Topic related school trip | |
| 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  Sports week  Leavers’ Service | |
| **Core Subjects** | | | | | | |
| Literacy | Please see separate planning for more detail. | | | | | |
| Numeracy | Please see separate planning for more detail. | | | | | |
| Science | Rocks-Y3  During this topic we will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived and are trapped within a rock. We will recognise that soils are made from rocks and organic matter. | | History based topic. | | 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.  Sound-Y4  We will identify how sounds are made, associating some of them with something vibrating. We will recognise that vibrations from sounds travel through a medium to the ear. We will find patterns between the pitch of a sound and features of the object that produced it. We will find patterns between the volume of a sound and the strength of the vibrations that produced it. We will recognise that sounds get fainter as the distance from the sound source increases. | |
| 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 | We will look at landscape drawings from George Seurat (Rivers – Paris Link) and Paul Cezanne and create a landscape drawing of a volcano or other scene in nature using the technique of pointillism.  We will make observational drawings of fossils and look at spirals in nature. | | We will create roman mosaic art – focusing on a roman soldier mosaic collage. This type of mosaic will be compared to the Greek mosaics from which it originated. | | We will create a technical drawing of teeth in an adult mouth. This will be an exploded diagram, labelling the name of each tooth. | |
| Design and Technology | As a class, we will focus on the design, production and evaluation of a working volcano, including all of the different parts such as the chamber, vents, conduits, craters and slopes. This will be designed through a cross-sectional diagram.  We will also create clay sculptures of fossils using our knowledge of rocks from the science topic. | | Children will design, produce and evaluate create Greek Sandals to show the complexity of footwear worn in this era and compare to modern day footwear.  Children will also design, produce, test and evaluate roman architecture, specifically aqueducts, to understand how romans carried water into their towns. We will link this to the history and understanding of Roman engineering feats. | | We will cook a healthy, savoury meal focusing on a balanced diet, understanding where the food comes from and how it is produced.  Children will make a model of a human mouth including adult teeth, using a working pivot for the mandible. | |
| Geography | We will be describing and understanding key aspects of: volcanoes and earthquakes. We will learn geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Paris- Art link). We will be locating the world’s countries, using maps to focus on Europe (including the location of Russia) and environmental regions, key physical and human characteristics and countries. Focus on countries with volcanoes. | | Within our Roman Empire topic, we will -use maps, atlases, globes and mapping to locate countries and describe features studied.  Within our Ancient Greece topic, use maps, atlases, globes and mapping to locate countries and describe features studied. | | Children will learn about ‘Living things and their habitats’ during this science based topic. In geography, children will understand where in the world these different creatures live and locate them on a map. They will be introduced to how variations in climates and biomes affect how animals are adapted to their environment. Children will identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere , Arctic and Antarctic Circle and relate them to the habitats of living things. | |
| History | Within this topic, the children will look at moments in history where natural disasters occurred. Children will focus on famous natural disasters which became historical events, such as the 2004 Boxing Day Tsunami. | | Within this topic we will learn about the Roman Empire and its impact on Britain. Within our Ancient Greece topic, we will learn about Greek life, achievements and their influence on the western world. | | Science based Topic. | |
| Languages-French  We will be learning how to speak and write French this year. | What do I look like?  We will learn to talk about our appearance including hair and eye colour and height. Further to this we will learn the names of the parts of the body along with a variety of colours. We will learn some French songs about body parts and colours. This will support us in designing and describing our own alien in French. | | What is the weather like?  During this unit will learn how to say simple questions and phrases linked to the weather. We will play a variety of games linked to the weather to consolidate our learning and this will lead into us creating a weather report on different countries around the world. | | How much is it?  In this term we will be using our prior knowledge of numbers (Year 4s) and learning new numbers. We will learn about French currency and how the French write their prices. We set up a role play shop based on the class’ interests to support our speaking and listening. We will then create a catalogue of items for sale with prices written in numbers and words. | |
| Music | **Wider Opportunities** | | **Wider Opportunities** | | **Wider Opportunities** | |
| PE | Dance  During this unit we will be using a range of movement patterns which will lead to a performance. In dance we will recreate the first moon landing.  Gymnastics  We will be working through the different fundamental skills to develop flexibility, strength, technique, control and balance. | Football  Within this unit, we will be learning the skills of football. We will be learning 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. | 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. | Lacrosse  In this unit we will learn how to play, they will learn the different skills and how to play tactically. | Athletics  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 | Difference and Diversity  -Identify how to listen and respond respectfully to a range of people.  -Recognise similarities and differences between people.  -Recognise the nature and consequences of discrimination.  -Recognise and challenging stereotypes.  Being Responsible  -Research, discuss and debate topical issues.  -Understand human rights protect everyone. Explore rights and responsibilities in the home, school, community and environment.  -Develop skills to carry out responsibilities.  -Explore how to resolve differences and respect others points of view.  -Explore what being part of a community means and how they belong.  Bullying matters  -Understand actions affect themselves and others.  -Identify importance of working towards shared goals.  -Develop strategies for getting support for themselves and others.  -Understand nature and consequences of discrimination, teasing, bullying and aggressive behaviour (Incl. Cyberbullying, trolling and prejudiced based language).  -Knowing how to recognise bullying and abuse in all its forms. | | Being Safe  -Understanding how to make informed choices,  -Exploring how to recognise, predict and assess risks in situations.  -Understand how rules can keep them safe and how to become digitally responsible. Identify how and where to get help.  -Know the importance of protecting information particularly online.  Relationships  -Recognise what constitutes a healthy relationship and develop skills to form a positive and healthy relationship.  -Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  -Recognise different types of relationships.  -Understand that actions affect themselves and others.  -Understand when it is right to break a confidence or share a secret.  -Understand personal boundaries. | | Being Healthy  -Explore what affects physical mental and emotional health. Understand the concept and benefits of a balanced and healthy lifestyle.  -Identify how to make informed choices.  -Understand what is included in a balanced diet.  -Understand what may influence our choices and set goals.  Growing Up  -Understand images in the media do not always reflect reality.  -Celebrate our strengths.  -Learn about the kind of changes which happen life and the associated feelings.  -That simple hygiene routine can prevent the spread of bacteria.  -Know about changes that happen when you grow up.  -The right to protect our bodies.  -Know names of body parts.  -Recognise difference between appropriate and inappropriate physical contact.  -Recognise and challenge stereotypes. | |
| **We use SEAL and R-time activities to help the children’s spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.** | | | | | | |
| RE | God  The children will look at gospels which encourage Christians to live as ‘good news’ in the world today and answer questions on how belonging to a church community affects what a believer does?  Incarnation  In this unit we will be learning About the different birth narratives in Matthew & Luke’s gospels. The difference and similarities between the birth narratives. About possible reasons why there are different birth narratives. | | Salvation  Within this topic we will be looking at, ‘The story of Zacchaeus’ and ‘Healing of ten lepers.’ We will look at how Jesus rescued Zacchaeus and the 10 lepers. We will also look at how Christians believe Jesus might rescue people today.  Resurrection  In this unit we will be looking at the story of Jesus appearing to Mary Magdalene and discussing why and how this story changed Mary. Why this story is important to Christians. | | Holy spirit  The children will learn that the Holy Spirit is represented by symbols in art. We will learn the meaning of some symbols used in art for the Holy Spirit.  Creation  We will learn that Christians believe God created the world and gave humans stewardship over it. We will also learn how Christians use fair trade as an organised way of looking after the world. | |