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| Class 3  Curriculum Overview  2018/2019 | | | | | | | | | |
|  | Topic 1  Around the world | | Topic 2  Stone age | | | | Topic 3  World War 2 | | |
| Visit/Event/ Festival | Whole school trip | | Visit from ‘Stone age man’? | | | |  | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Walk to school week  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 – 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.  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. | | | | 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. (Link to lighting our Anderson Shelters). | | |
| Computing | Branching Databases  Children will understand Yes/No structures and complete and create different branching databases on animals from around the world.  Graphing  Children will learn to set up graphs with a given number of fields. They will share and present their data based on countries visited.  Email  Children will learn about this method of worldwide communication. They will learn how to send ‘safe’ emails with attachments. | | Touch Typing  Children will learn how to type effectively. They will learn the correct posture and a range of typing skills.  Online Safety.  Children will learn how to keep themselves safe online. They will learn about the importance of password protection and what to do if they need help online. They will also be taught about whether information on the internet is true or not. | | | | Coding  During this unit children will learn how to design and write a program online. They will learn to debug a program and be introduced to variables. | | |
|  | Online Safety is taught in every unit throughout the year and will be discussed through PSHE and if and when it is needed. | | | | | | | | |
| Foundation Subjects | | | | | | | | | |
| Art |  | | | | | | | | |
|  | The children will learn about famous artists from around the world when we visit the different countries. They will use a range of materials to recreate or use as a stimuli for art work. | | As part of this topic the children will be examining a range of cave art found around the world. They will identify typical subjects depicted in each scene and think carefully about the materials used and what they could use to replicate them in our own images. | | | | Children will look at War art from WW2 including propaganda posters. They will complete printing and wax resist Blitz pictures. They will take part in food technology and make some of the wartime recipes following research. | | |
| Design and Technology |  | | | | | | | | |
|  | During this topic the children will look at recipes from around the world and make some different foods. | | As part of this topic we will use a range of materials to build a mode of an Iron Age roundhouse. We will build a biscuit Stone Henge and make some comfortable clothes for Ug. | | | | During this topic we will investigate and develop design criteria to build an Anderson shelter which could be used to keep people safe! We will use mechanical or electrical systems in our design. We will test our structures before suggesting future improvements. | | |
| Geography |  | | | | | | | | |
|  | In this unit the children 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, they will examine different types of settlements and what they provide for their communities. The children will locate local, national and international places on the map using atlases and the internet. The will learn | | In this unit the children will find out where the best places to build Iron Age settlements were and why. They will make maps of surviving UK monuments from the Stone, Bronze and Iron Ages and find out about the settlement of Skara Brae. | | | | Children will look at places that were involved in WW2. They will learn who attacked who and look at aerial photographs of as if they were a pilot. | | |
| History |  | | | | | | | | |
|  |  | | 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. | | | | During this topic the children will look at the timeline of events in History and WW2, with attention to Allies and Axis; World Leaders; The Blitz, Evacuation Rationing and the Home Front. They will look at what Propaganda is and how it differed depending on where you lived. They will focus on famous people and events e.g. Damn Busters, Douglas Bader, D Day landings etc. | | |
| Languages | In Class 3 we learn to speak and write in French. | | | | | | | | |
|  | 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 | Singing techniques | | Music for the imagination | | | | Composing | | |
|  | The children will learn music vocabulary, Pulse vs rhythm, structure, duration, tempo, melody, pitch, harmony, texture, dynamics, and notation.  They will perform in groups. | | During this unit children will be listening to instrumental pieces from different historical periods and composers. They will draw pictures or tell stories based on what this piece of music triggers in their imagination. They will display their art work and record story telling (iMovie). | | | | The children will use chants and improvise melody to fit to a Piano or xylophone. They will come up with our own poem/chant and put it to music.  They will then record their composed music using Garageband App. | | |
| PE |  | | | | | | | | |
|  | Circuits/Fitness and its importance/Dance | | | Basketball | | Gymnastics | Football/ invasion games | Cricket/Athletics | |
| 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 | God and the Christian Community | | | | Kingdom of God and Forgiveness | | Discipleship and Hinduism | | |
|  | 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? | | | | Children will learn how Jesus taught about the Kingdom of God and look at Jesus’s teachings about forgiveness. They will answer questions such as: Is it more important to forgive people or be forgiven by God? | | During this unit children will look at what it meant to follow Jesus and the importance of God in a Hindu family. | | |
| This year Class 3 are also taking part in the Archbishop of York – Young Leaders Award. | | | | | | | | |
| Forest Schools | Children will take part in weekly forest School sessions that are always linked to the curriculum. | | | | | | | | |