


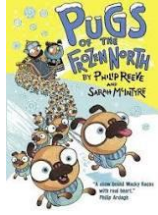
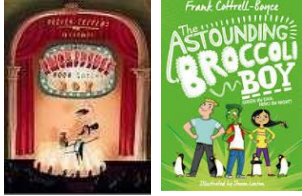





# Year 3/4 Curriculum 2021-22

## ENGAGEMENT – RESILIENCE - INTEGRITY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Title:</b> Can we always believe what we are told?</p> <p><b>Greek Myths</b></p> 	<p><b>Title:</b> What powers power?</p> <p><b>Iron Man</b></p> 	<p><b>Title:</b> How does our planet look after us?</p> <p><b>The Flower/Where the world turns wild</b></p>  <p>Supplementary texts: The Promise – Nicola Davies</p>	<p><b>Title:</b> Is wildlife worth protecting?</p> <p><b>Pugs of the frozen North</b></p>  <p>Supplementary texts: The Butterfly Lion – Michael Morpurgo</p>	<p><b>Title:</b> Is it true that you are what you eat?</p> <p><b>The Incredible Book Eating Boy/The astounding broccoli boy</b></p> 	<p><b>Title:</b> Why are rocks so great?</p> <p><b>Stone Age Boy</b></p>  <p>Supplementary texts: Pebble in my pocket – Meredith Hooper</p>
<p><b>Concepts:</b> Democracy, legends, achievement, sport, architecture,</p>	<p><b>Concepts:</b> Friendship, fear, recycling, mob rule, protection, sustainability</p>	<p><b>Concepts:</b> Change, waste, environment, sustainability, beauty, resources, agriculture and farming</p>	<p><b>Concepts:</b> Loneliness, hope, rescue, reunited friendship, orphan</p>	<p><b>Concepts:</b> Dilemma, humour, imagination, empathy</p>	<p><b>Concepts:</b> Time travel, wonder, friendship, prehistoric</p>
<p><b>Experiences:</b> History - Horrible Histories experience in school – Greek? Art – visit to art gallery –marble sculptures for observational drawing. Explain some of the features of art from historical periods.</p>	<p><b>Experiences:</b> History – Visit Roman Baths/Caerleon Roman Fortress and baths in Wales</p>	<p><b>Experiences:</b> Farm/nursery visit Gardening</p>	<p><b>Experiences:</b> Science – Longleat safari Park- food chains and classification</p>	<p><b>Experiences:</b> Chef visitor</p>	<p><b>Experiences:</b> Stone Age Day. Quarry trip – Foster Yeoman – Frome/Charmouth</p>

<p><b>Significant People:</b></p> <p><b>Science –</b> Ernst Chladni, JackWhite, James West(1931- )</p> <p><b>History –</b> Aesop – fables Hippocrates – Hippocratic Oath and medicine Sappho – poet Archimedes - "Eureka!"</p>	<p><b>Significant People:</b></p> <p><b>Science –</b> William Kamkwamba (1987 - )</p>	<p><b>Significant People:</b></p> <p>Alan Titchmarsh Charlie Dimmock</p>	<p><b>Significant People:</b></p> <p><b>Science –</b> Tom Lalampaa, Henry Turner (1897-1923), Gerald Durrell, Steven Irwin &amp; Bindilrwin, Joy and George Adamson</p>	<p><b>Significant People:</b></p> <p>Alain Ducasse – 19 Michelin Stars Pierre Gagnaire – 14 Michelin Stars</p>	<p><b>Significant People:</b></p> <p><b>History –</b> Mary Anning</p>
<p><b>Science:</b></p> <p><b>Y4 SOUND</b> – Identify how sounds are made, vibration, how sound travels to ear, patterns of pitch, volume and strength of vibrations. Fainter sounds as distance increases.</p>	<p><b>Science:</b></p> <p><b>Y4 ELECTRICITY</b> – Identify common appliances that run on electricity. Construct simple series circuits. Identify whether a lamp will light. Recognise that a switch open/closes a circuit. Conductors/insulators.</p>	<p><b>Science:</b></p> <p><b>Y3 PLANTS</b> – Identify and describe the functions of different parts of flowering plants. Explore life and growth of plants. Investigate way water is transported in plants. Explore the part that flowers play in the life cycle of a flowering plant.</p>	<p><b>Science:</b></p> <p><b>Y4 ALL LIVING THINGS AND THEIR HABITATS-</b> Recognise that living things can be grouped in a variety of ways. Classification keys. Changing environments posing danger to living things.</p>	<p><b>Science:</b></p> <p><b>ANIMALS INCLUDING HUMANS</b> – Nutrition, skeletons and muscles, movement. (Y3) Digestive system, teeth and food chains. (Y4)</p>	<p><b>Science:</b></p> <p><b>Y3 ROCKS &amp; SOILS</b> – Compare and group rocks on basis of appearance and properties. How are fossils formed. Recognise that soils are made from rocks and organic matter.</p>
<p><b>History:</b> <u>Ancient Greece</u></p>	<p><b>History:</b> <u>Roman Empire and impact on Britain</u></p>	<p><b>History:</b></p>	<p><b>History:</b> <u>Stone Age to Iron Age</u> Stonehenge Link to farming and agriculture</p>		

<p><b>Geography:</b></p> <p><b><u>Geography Skills and Fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>Identify the Northern and Southern Hemisphere</li> </ul>	<p><b>Geography:~</b></p> <p><b><u>Locational Knowledge:</u></b></p> <p><b><u>Place Knowledge:</u></b> Compare and contrast City in England (Bath) /Italy (Pompeii)</p> <p><b><u>Physical knowledge:</u></b> Volcanoes and earthquakes</p>		<p><b>Geography:</b></p>	<p><b>Geography:</b></p> <p><b><u>Human knowledge:</u></b> Settlements and land use.</p>	
<p><b>Design technology:</b></p>	<p><b>Design technology:</b></p> <p><u>Structures</u> <u>Design, make and evaluate</u> - Iron Man robot model using recycled materials (Combine with knowledge of electricity – light up nose)</p>	<p><b>Design technology:</b></p>	<p><b>Design technology:</b></p>	<p><b>Design technology:</b></p>	<p><b>Design technology:</b></p> <p><b><u>Food:</u></b> <u>Research, design and make a pasta dish</u></p>
<p><b>Art:</b> Escape from Pompeii book illustrations</p> <p><b>Illustrator/designer:</b> Christina Balit</p> <p><b><u>Painting:</u></b> Mix flesh colours on hands and faces. Mixed with different media. (e.g. sand, wood shavings) to create new effects and texture.</p> <p><b><u>Painting Skills</u></b></p> <ul style="list-style-type: none"> <li>Primary colours to make secondary and tertiary colours effectively and apply when painting.</li> <li>Blend with water colours.</li> <li>Explore how blurred lines a can be achieved by painting.</li> </ul> <p>Mix and use tints, shades and tones.</p>	<p><b>Art:</b></p>	<p><b>Art:</b> Self-Portraits</p> <p><b><u>Art Movements: Cubism</u></b></p> <p><b>Artists:</b> Lubaina Himid (contemporary artist and curator), Pablo Picasso (Cubism), Piet Mondrian (Cubism)</p> <p><b>Designers:</b> Anni Albers</p> <p><b>Craft-Makers:</b> Niki de Saint Phalle</p> <p><b>Architect:</b> Jonathan Turner Wall</p> <p><b>Artists linked to movement:</b> Linked Artists to Cubism – Pablo Picasso, George Braque, Robert Delauney, Juan Gris.</p> <p>Children to use sketch books to capture images of Roman and Greek marble sculptures.</p> <p><b><u>Drawing:</u></b> Show facial expressions in sketches paintings. Use marks and lines to show texture. Use line, tone, shape and colour to represent reflection. Use cross-hatching, hatching and contour hatching.</p>		<p><b>Art:</b> Sculpture</p> <p><b>Artist/sculptor:</b> Alberto Giacometti Wire and foil/Modroc figures</p>	<p><b>Art:</b></p>

Year 3	<b>Computing:</b> Programming: CORE Making my programme in Scratch TIOL: CORE Make my eBook about Ancient Greece Handling Data: Online Safety: I am kind and responsible. CORE Scan My Code (QR codes to link to information about Ancient Greece)		<b>Computing:</b> Multimedia: CORE My Safe Searching TIOL: CORE Showing my Device Time Online Safety: I am safe and secure Programming: CORE My Scratch Games CORE Check my Facts		<b>Computing:</b> Programming: CHOICE Knowing my Times Tables TIOL: CORE Where is my Information Handling Data: CORE Investigating my Sounds Online Safety: I am healthy.	
	<b>Music:</b> Charanga: Mamma Mia.	<b>Music:</b> Charanga: Glockenspiel Stage 2  <b>Tchaikovsky: The Nutcracker</b>	<b>Music:</b> Charanga: Stop!  <b>Beethoven: Symphony No.5?</b>	<b>Music:</b> Charanga: Lean on Me	<b>Music:</b> Charanga: Blackbird  <b>Tocata And Fugue in D Minor by J.S.Bach (Baroque-350 years ago and Greensleeves (Tudor Lute version- Renaissance-500years ago)?</b>	<b>Music:</b> Charanga: Reflect,rewind and replay
	<b>P.E.</b> Fitness  Circuits/Aerobics/Athletics/Cross Country	<b>P.E.</b> Flexibility, Strength, Control and Balance  Dance, Gymnastics, Indoor Athletics, Fitness	<b>P.E.</b> Team Games: Attacking and Fielding Invasion Football/Hockey/Netball/Handball/Rugby/Dodgeball	<b>P.E.</b> Team Games: Attacking and Defending  Football/Hockey/Netball	<b>P.E.</b> Orienteering	<b>P.E.</b> Team Games: Striking and Fielding  Rounders/Cricket
	<b>MFL – French:</b> Presenting Myself	<b>MFL – French:</b> Family	<b>MFL – French:</b> At the cafe	<b>MFL – French:</b> Habitats	<b>MFL – French:</b> The Classroom	<b>MFL – French:</b> Goldilocks
	<b>R.E.</b> How does a Christian follow Jesus? Q4  Special People (Inspirational people)	<b>R.E.</b> What are the deeper meaning of festivals? Q6  Special Places (Symbols and Religious Expression)	<b>R.E.</b> Why do believers see life as a journey – what significant experiences mark this? Q11  Special Times (Journey of Life and Death)	<b>R.E.</b> Christianity: What matters to Christians about Easter? Q2  Special People (Beliefs and questions) Celebrations	<b>R.E.</b> All religions: Caring for others and the world Q15  Beliefs and Action in the world	
	<b>RSE/PSHE:</b> Being Me Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>RSE/PSHE:</b> Celebrating Differences Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<b>RSE/PSHE:</b> Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<b>RSE/PSHE:</b> Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	<b>RSE/PSHE:</b> Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<b>RSE/PSHE:</b> Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

<p><b>PSHE:</b>          Being Me          Being part of a class team          Being a school citizen          Rights, responsibilities and democracy (school council)          Rewards and consequences          Group decision-making          Having a voice          What motivates behaviour</p>	<p><b>PSHE:</b>          Celebrating Differences          Challenging assumptions          Judging by appearance          Accepting self and others          Understanding influences          Understanding bullying          Problem-solving          Identifying how special and unique everyone is          First impressions</p>	<p><b>PSHE:</b>          Dreams and Goals          Hopes and dreams          Overcoming disappointment          Creating new, realistic dreams          Achieving goals          Working in a group          Celebrating contributions          Resilience          Positive attitudes</p>	<p><b>PSHE:</b>          Healthy Me          Healthier friendships          Group dynamics          Smoking          Alcohol          Assertiveness          Peer pressure          Celebrating inner strength</p>	<p><b>PSHE:</b>          Relationships          Jealousy          Love and loss          Memories of loved ones          Getting on and Falling Out          Girlfriends and boyfriends          Showing appreciation to people and animals</p>	<p><b>PSHE:</b>          Changing Me          Being unique          Having a baby          Girls and puberty          Confidence in change          Accepting change          Preparing for transition          Environmental change</p>
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