


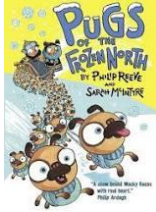

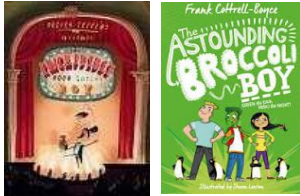




Year 3/4 Curriculum 2022-23

ENGAGEMENT – RESILIENCE - INTEGRITY

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

<p>Significant People:</p> <p>Science – Ernst Chladni, JackWhite, James West(1931-)</p> <p>History – Aesop – fables Hippocrates – Hippocratic Oath and medicine Sappho – poet Archimedes - "Eureka!"</p>	<p>Significant People:</p> <p>Science – William Kamkwamba (1987 -)</p>	<p>Significant People:</p> <p>Alan Titchmarsh Charlie Dimmock</p>	<p>Significant People:</p> <p>Science – Tom Lalampaa, Henry Turner (1897-1923), Gerald Durrell, Steven Irwin & Bindilrwin, Joy and George Adamson</p>	<p>Significant People:</p> <p>History – Mary Anning</p>	<p>Significant People:</p> <p>Alain Ducasse – 19 Michelin Stars Pierre Gagnaire – 14 Michelin Stars</p>
<p>Science:</p> <p>Y4 SOUND – 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>Science:</p> <p>Y4 ELECTRICITY – 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>Science:</p> <p>Y3 PLANTS – 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>Science:</p> <p>Y4 ALL LIVING THINGS AND THEIR HABITATS- Recognise that living things can be grouped in a variety of ways. Classification keys. Changing environments posing danger to living things.</p>	<p>Science:</p> <p>Y3 ROCKS & SOILS – 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>Science:</p> <p>ANIMALS INCLUDING HUMANS – Nutrition, skeletons and muscles, movement. (Y3) Digestive system, teeth and food chains. (Y4)</p>
<p>History: <u>Ancient Greece</u></p>	<p>History: <u>Roman Empire and impact on Britain</u></p>		<p>History:</p>	<p>History: <u>Stone Age to Iron Age</u> Stonehenge Link to farming and agriculture</p>	

<p>Geography:</p>	<p>Geography:</p> <p><u>Locational Knowledge:</u> <u>Place Knowledge:</u> Compare and contrast City in England (Bath) /Italy (Pompeii)</p> <p><u>Physical knowledge:</u> Volcanoes and earthquakes</p>		<p>Geography:</p> <p>All Around the World</p> <p><u>Locational Knowledge:</u> Identify the Northern and Southern Hemispheres</p> <p><u>Geography Skills and Fieldwork:</u> Use maps, atlases, globes to locate countries and describe features</p>	<p>Geography:</p> <p><u>Human knowledge:</u> Settlements and land use.</p>	
<p>Design technology:</p>	<p>Design technology:</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>Design technology:</p>	<p>Design technology:</p> <p><u>Textiles:</u> Research animals, research existing cuddly toys and research different stitches (running, back and over) then design and make their toy.</p>	<p>Design technology:</p>	<p>Design technology:</p> <p><u>Food:</u> Research, design and make a pasta dish</p>
<p>Art: Self-Portraits</p> <p>Art Movements: Cubism</p> <p>Artists: Lubaina Himid (contemporary artist and curator), Pablo Picasso (Cubism), Piet Mondrian (Cubism)</p> <p>Designers: Anni Albers</p> <p>Craft-Makers: Niki de Saint-Phalle</p> <p>Architect: Jonathan Turner Wall</p> <p>Children to use sketch books to capture images of Greek marble sculptures.</p> <p>Drawing: 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>Art:</p>	<p>Art: Escape from Pompeii book illustrations</p> <p>Illustrator/designer: Christina Balit</p> <p>Painting: Mix flesh colours on hands and faces. Mixed with different media. (e.g. sand, wood shavings) to create new effects and texture.</p> <p>Painting Skills</p> <ul style="list-style-type: none"> • Primary colours to make secondary and tertiary colours effectively and apply when painting. • Blend with water colours. • Explore how blurred lines can be achieved by painting. <p>Mix and use tints, shades and tones.</p>	<p>Art:</p>	<p>Art: Sculpture</p> <p>Artist/sculptor: Alberto Giacometti Wire and foil/Modroc figures</p>	<p>Art:</p>

Year 3	Computing: 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)		Computing: 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		Computing: Programming: CHOICE Knowing my Times Tables CHOICE Showing my Teeth TIOL: CORE Where is my Information Handling Data: CORE Investigating my Sounds Online Safety: I am healthy.	
	Music: Charanga: Mamma Mia.	Music: Charanga: Glockenspiel Stage 2 Tchaikovsky: The Nutcracker	Music: Charanga: Stop! Beethoven: Symphony No.5?	Music: Charanga: Lean on Me	Music: Charanga: Blackbird Tocata And Fugue in D Minor by J.S.Bach (Baroque-350 years ago and Greensleeves (Tudor Lute version- Renaissance-500years ago)?	Music: Charanga: Reflect,rewind and replay
	P.E. Fitness Circuits/Aerobics/Athletics/Cross Country	P.E. Flexibility, Strength, Control and Balance Dance, Gymnastics, Indoor Athletics, Fitness	P.E. Team Games: Attacking and Fielding Invasion Football/Hockey/Netball/Handball/Rugby/Dodgeball	P.E. Team Games: Attacking and Defending Football/Hockey/Netball	P.E. Orienteering	P.E. Team Games: Striking and Fielding Rounders/Cricket
	MFL – French: Presenting Myself	MFL – French: Family	MFL – French: At the cafe	MFL – French: Habitats	MFL – French: The Classroom	MFL – French: Goldilocks
	R.E. How does a Christian follow Jesus? Q4 Special People (Inspirational people)	R.E. What are the deeper meaning of festivals? Q6 Special Places (Symbols and Religious Expression)	R.E. Why do believers see life as a journey – what significant experiences mark this? Q11 Special Times (Journey of Life and Death)	R.E. Christianity: What matters to Christians about Easter? Q2 Special People (Beliefs and questions) Celebrations	R.E. All religions: Caring for others and the world Q15 Beliefs and Action in the world	
	RSE/PSHE: 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	RSE/PSHE: 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	RSE/PSHE: 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	RSE/PSHE: 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	RSE/PSHE: 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	RSE/PSHE: Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

PSHE:

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

PSHE:

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

PSHE:

Dreams and Goals
 Hopes and dreams
 Overcoming disappointment
 Creating new, realistic dreams
 Achieving goals
 Working in a group
 Celebrating contributions
 Resilience
 Positive attitudes

PSHE:

Healthy Me
 Healthier friendships
 Group dynamics
 Smoking
 Alcohol
 Assertiveness
 Peer pressure
 Celebrating inner strength

PSHE:

Relationships
 Jealousy
 Love and loss
 Memories of loved ones
 Getting on and Falling Out
 Girlfriends and boyfriends
 Showing appreciation to people and animals

PSHE:

Changing Me
 Being unique
 Having a baby
 Girls and puberty
 Confidence in change
 Accepting change
 Preparing for transition
 Environmental change