

# LINGDALE PRIMARY SCHOOL

## YEAR THREE & FOUR CURRICULUM OVERVIEW 2015 – 2016

### AUTUMN TERM – KINGDOM OF ENGLAND

<b>Science</b>	<b>Year 3 - Rocks</b> 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 are trapped within rock Recognise that soils are made from rocks and organic matter.	<b>Year 4 - States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<b>Computing</b>	<b>Year 3 - Word processing:</b> I can use cut, copy and paste to reorder content I can use and resize graphics within my work I can use spell check to aid my writing <b>Presentations:</b> I can type text and insert images onto pages I can add text effects and move items around to find the best layout <b>Programming:</b> I can reorder a sequence of instructions to perform a given task I can refine a program by using the repeat command <b>Simulations:</b> I can explain how to control a simulation I can explain how a simulation is and isn't realistic	<b>Year 4 - Word processing:</b> I can use different layouts and effects (such as text box, columns, tables, justification, borders, background colour) to refine and improve my work <b>Presentations:</b> I can add a background colour to improve my work I can add slide transitions and animation effects <b>Programming:</b> I can test existing programs to see how they could be improved I can create a procedure (group of commands) to do a specific task I can sequence commands to create a program with a purpose using inputs
<b>Art and Design</b>	Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. (Sutton Hoo Treasure)	

<b>Design and Technology</b>	<p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>			
<b>Geography</b>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over</p>			
<b>History</b>	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			
<b>Physical Education</b>	Ball Skills – Invasion Games	Dance	Gymnastics	Health and Fitness
<b>French</b>	<p><b>Year 3 (Catherine Cheater Scheme – 3)</b> <b>Numbers 0-6</b> zéro, un, deux, trois, quatre, cinq, six <b>Greetings</b> Bonjour! Bonjour + name Bonjour, monsieur / madame / mademoiselle Comment t'appelles-tu? Joyeux Noël ! <b>Classroom phrases e.g.</b> asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous,</p>		<p><b>Year 4 (Catherine Cheater Scheme – 4)</b> <b>Questions, answers and sentence building e.g.</b> Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a... et... <b>Further adjectives e.g.</b> blanc, brun, noir, orange, rose <b>Vocabulary for a game</b> Coin! Coin! Encore!</p>	

	<p>touchez</p> <p><b>Adjectives e.g.</b> bleu, gris, jaune, rouge, vert</p> <p><b>Vocabulary for spelling skills</b> Comment ça s'écrit? some alphabet letters</p> <p><b>Vocabulary for sentence building</b> Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin</p>	<p><b>Masculine nouns e.g.</b> un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet</p> <p><b>Feminine nouns e.g.</b> une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris</p>
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**SPRING TERM – FAIR TRADE – (Where our food comes from)**

<p><b>Science</b></p>	<p><b>Year 3 - Animals including Humans</b>          Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat          Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  <b>Plants</b>          Describe the simple functions of the basic parts of the digestive system in humans          Identify the different types of teeth in humans and their simple functions          Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Year 4 - Animals including Humans</b>          Describe the simple functions of the basic parts of the digestive system in humans          Identify the different types of teeth in humans and their simple functions          Construct and interpret a variety of food chains, identifying producers, predators and prey.  <b>Living Things and their Habitats</b>          Recognise that living things can be grouped in a variety of ways          Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment          Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p><b>Computing</b></p>	<p><b>Year 3 - Databases:</b>          I can create a branching database to sort and organise items          I can filter and sort records in a database to answer questions  <b>Creating images:</b>          I can zoom in to help paint a realistic picture</p>	<p><b>Year 4 - Graphs:</b>          I can present data in a graph, selecting the most appropriate layout          I understand the difference between discrete and continuous data          I can answer questions relating to graphs, and pose my own questions          I can use my graph in a document / presentation to share findings with others  <b>Spreadsheets:</b>          I can add text and numbers to spreadsheet cells          I can add simple formulae: +-*/          I can change the appearance of cells, e.g. size, borders and colours          I can copy and paste formulae within a spreadsheet  <b>Creating images:</b>          I can group, copy and move shapes within a picture          I can order shapes / images by sending them to the back / front  <b>Photography:</b>          I can crop and / or rotate an image where needed          I can adjust the colours on a photo</p>

<b>Art and Design</b>	<p>To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  About great artists, architects and designers in history.  <i>(Journeys – Aboriginal Art/ Paul Klee explore ideas about journeys; collect information about signs and symbols for their work; investigate lines, shapes, colours and textures to produce work on the theme of journeys; combine a variety of painting, print-making and collage techniques to enhance their work; comment on ideas, methods and approaches used in their own and others' work; adapt and improve their work)</i></p>		
<b>Design and Technology</b>	<p>Food and Nutrition  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		
<b>Geography</b>	<p><b>Locational knowledge</b>  Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b>  Describe and understand key aspects of human geography, including:, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Geographical skills and fieldwork  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
<b>History</b>			
<b>Physical Education</b>	Swimming	Ball Skills – Net Games	Gymnastics
<b>French</b>	<p><b>Year 3 (Catherine Cheater Scheme – 3)</b>  <b>Numbers 7-10</b>  sept, huit, neuf, dix  <b>Phrase of celebration</b>  Bonne Année !  <b>Vocabulary for spelling skills</b>  consonne, voyelle  more alphabet letters  <b>Verbs e.g.</b></p>		<p><b>Year 4 (Catherine Cheater Scheme – 4)</b>  <b>Adjectives that precede the noun e.g.</b>  Petit, grand  <b>Sentence starters e.g.</b>  Chez moi  Dans ma chambre  Dans mon placard  <b>Verbs e.g.</b>  danser, sauter, voler, nager</p>

	<p>Courez, marchez, marchez sur la pointe des pieds, sautez</p> <p><b>Adverbs e.g.</b> Lentement, vite</p> <p><b>Asking politely</b> s'il te plaît, merci, voilà</p> <p><b>Masculine and feminine nouns e.g.</b> Qu'est-ce que c'est? un pinceau, un feutre, un crayon, un stylo, une gomme, une règle</p> <p><b>Punctuation e.g.</b> Virgule, point</p>	<p><b>Punctuation e.g.</b> Point d'exclamation Point d'interrogation</p> <p><b>Months</b> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c'est... le mois dernier, c'était... le mois prochain, ce sera...</p> <p><b>Definite article</b> le, la l', les</p>
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**SUMMER TERM – WHERE IN THE WORLD?**

<p><b>Science</b></p>	<p><b>Year 3 - Light</b>          Recognise that they need light in order to see things and that dark is the absence of light          Notice that light is reflected from surfaces          Recognise that light from the sun can be dangerous and that there are ways to protect their eyes          Recognise that shadows are formed when the light from a light source is blocked by a solid object          Find patterns in the way that the size of shadows change.</p> <p><b>Forces and Magnets</b>          Compare how things move on different surfaces          Notice that some forces need contact between two objects, but magnetic forces can act at a distance          Observe how magnets attract or repel each other and attract some materials and not others          Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials          Describe magnets as having two poles          Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Year 4 - Electricity</b>          Identify common appliances that run on electricity          Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers          Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery          Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit          Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Sound</b>          Identify how sounds are made, associating some of them with something vibrating          Recognise that vibrations from sounds travel through a medium to the ear          Find patterns between the pitch of a sound and features of the object that produced it          Find patterns between the volume of a sound and the strength of the vibrations that produced it          Recognise that sounds get fainter as the distance from the sound source increases.</p>
<p><b>Computing</b></p>	<p><b>Year 3 - Online collaboration:</b>          I can send and reply to online messages such as email          I can add and open attachments          I know not to open messages and attachments from strangers</p> <p><b>Video:</b>          I can zoom in and out on subjects appropriately          I can download the video files from the video camera          I can combine video clips to create a video</p> <p><b>Audio:</b>          I can re-record an audio recording to improve clarity          I can download and save a recording</p>	<p><b>Year 4 - Online collaboration:</b>          I know what spam is, and how to deal with it          I know how and why to keep my personal information private</p> <p><b>Animation:</b>          I can plan an animation using a storyboard          I can shoot frames to combine into an animation          I can edit an animation to improve it / make it more realistic          I can put sounds over an animation          I can add titles and photos into an animation          I can plan and create an animation for a given purpose          I can combine an animation with other software</p> <p><b>Audio:</b>          I can edit an audio recording for a purpose          I can add an audio recording other software</p>
<p><b>Art and Design</b></p>		

<b>Design and Technology</b>	<p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate: Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	
<b>Geography</b>	<p>Locational knowledge Understand 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, and a region within North or South America Human Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<b>History</b>		
<b>Physical Education</b>		
<b>French</b>	<p><b>Year 3 (Catherine Cheater Scheme – 3)</b> <b>Numbers 11-31</b> onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un</p> <p><b>Vocabulary from a song</b> un tee-shirt, un pantalon, un pull, un chapeau, je mets</p> <p><b>Responding to questions</b> oui, non</p>	<p><b>Year 4 (Catherine Cheater Scheme – 4)</b> <b>Vocabulary from a song</b> une culotte, une chemise, une veste, des lunettes Que fais-tu?</p> <p><b>Questions and answers e.g.</b> Combien de cochons y a-t-il ? Il y a cinq cochons Quelle est la date aujourd’hui? C’est le + date. Qui + verb</p>



	<p><b>Days of the week</b>  lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  aujourd'hui, c'est ...  hier, c'était ...  demain, ce sera...</p> <p><b>Taking the register</b>  présent, présente</p> <p><b>Punctuation e.g.</b>  ouvrez les guillemets  fermez les guillemets</p>		<p><b>Phrases of celebration / greeting e.g.</b>  Bonnes vacances !  Joyeux anniversaire !  Bon anniversaire !</p> <p><b>Towns in France e.g.</b>  Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg,  Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims,  Tours.</p>	
<b>Physical Education</b>	Swimming	Athletics	Ball Skills – Fielding and Striking	Outdoor and Adventurous Activities