Lingdale Primary School

Year Three & Four Curriculum Overview 2019 – 2020

Autumn Term

Year 3 Year 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic	What did the Romans ever do for us? Autumn 1 – Who were the Romans?/Roman Life Autumn 2 – Romans – Brilliant or barbaric?		Where on Earth does it come from? An exploration of where food comes from Spring 1 – From field to fork – Where does it come from? Spring 2 – The impact of fair trade		How did the unsinkable ship sink? Whole term - An in depth study of the Titanic - It's all your fault! Who was to blame?	
Enrichment- how to close the knowledge gap of disadvantaged children	Visit a Roman Fort Invite parents for a Roman Day D.T. Day – Build a Roman Catapult/Aqueduct Poetry Morning		Visit chocolate museum in York Visit to Tesco		Use of ordnance survey maps to explore local area Danby Moors Centre	
Reading	Children will explore topic specific texts throughout the year and explore a range of genres. They will develop and improve skills across all reading content domains: retrieving information from fiction and non-fiction; make inferences and deductions from the text – supporting their answers with evidence; make predictions; explain the meaning of words in context and the impact upon the reader; summarise the key events from more than one paragraph and make comparisons within a text. These skills will also transfer when considering their own writing. Children will have guided reading sessions four times per week for 25 minutes using the reciprocal reading approach and inference training when working with an adult before answering comprehension questions linked to the reading domains. They will also engage in termly reading weeks where they can apply their reading skills to specific topic related texts. In KS2, the children's comprehension questions will take the forms similar to those they will experience in termly assessments and SATS to ensure they are confident with the structure of the questions. Children will get the opportunity to read with an adult regularly, with those children who need more support, reading daily which will be recorded in a class reading folder.					
Key Texts	Escape from Pompeii – Christina Balit The Orchard Book of Roman Myths		The Catch – Literacy Shed Jemmy Button – Jennifer Uman		Kaspar Prince of Cats – Michael Morpurgo	

	Roman Mysteries Series – Caroline Lawrence		Charlie and the Chocolate Factory – Roald Dahl		I survived the sinking of the Titanic – Lauren Tarshis	
Spelling and Phonics	Children will be given a spelling list weekly with the opportunity to practise daily through a range of spelling activities. This will be a mixture of words from a spelling pattern and the statutory spelling list from the curriculum. Those children who need additional support will also, where appropriate, have multi-sensory phonics sessions or Read Write Inc. depending on their needs. Children will have a spelling test every Friday and be given their new spellings the same day.					
Grammar and Punctuation	Children will begin each English session with a grammar and punctuation focus for 15 minutes of the lesson specifically linked to their writing. They will also have a specific lesson once a week to develop new skills that will be reinforced throughout the year. This will also include a 'Word of the Day' at least 3x p/w to help develop the children's vocabulary further and will be genre specific to support their writing.					
Writing Opportunities	<u>Narrative –</u> Setting description for Pompeii before and after the eruption <u>Diary Writing</u> – Account from the point of view of a key character <u>Non-chronological Report –</u> Roman Life <u>Instructions</u> – How to create a Roman shield <u>Narrative</u> – Myths and Legends <u>Explanation text –</u> Importance of the Romans		<u>Recount –</u> Trip to Chocolate museum <u>Explanation –</u> Leaflet about Fair Trade <u>Persuasive Letter –</u> To supermarkets persuading them to use food from developing countries (formal) <u>Poetry</u> – Easter		<u>Newspaper Report</u> – Sinking of the Titanic <u>Narrative –</u> Suspense writing <u>Discussion Text</u> – Who is to blame for the sinking of the Titanic <u>Letter –</u> Home from the Titanic (informal)	
Maths	Place Value Addition & Subtraction Multiplication & division Time Place value	Measure – length and perimeter Place value 2D shapes Angles Multiplication and division	Fractions Practical number problems Addition and subtraction Horizontal and vertical lines Parallel and perpendicular lines	Multiplication and division 3D shapes 2D shapes Mass and volume Addition and subtraction Place value	Fractions Measure, compare and add in length mass and volume Compare duration of events Pictograms, bar charts and tables	Place value Addition and subtraction Multiplication and division Fractions Angles Money Perimeter

	Addition & Subtraction Multiplication & Division Time	Measure – length, perimeter and area Place value 2D shapes Angles Multiplication and division	Money Time - vocabulary Fractions Practical number problems Addition and subtraction Factors Money	Days months and years Multiplication and division problems Classify geometric shapes Symmetry Mass and volume Addition and subtraction Place value Decimals	Addition and subtraction Multiplication and division Place value Fractions and decimals Measure, compare and add in length mass and volume Solve time problems Interpret and present discrete and continuous data Addition and subtraction Multiplication and division Place value	Place value Addition and subtraction Multiplication and division Co-ordinates Angles Area and Perimeter
Science	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties *Testing rocks to group them*	Recognise that soils are made from rocks and organic matter. **Animals including humans** Identify that humans and some animals have skeletons and muscles for support,	**Animals including humans** Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. *Become an advisor for an athlete investigating the foods they need.* **Plants**		**Light** 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	**Light contd..** Find patterns in the way that the size of a shadow changes *Instructions – method of science experiment* Experiment – explore how the shadow changes size

	Investigate the formation of rock after the eruption of Mount Vesuvius Describe in simple terms how fossils are formed when things that have lived are trapped within rock *Investigate preservation of people in Pompeii* *Create own fossils* *Sequence events of fossilisation* **States of matter** Compare and group materials together – according to whether they are solids, liquids or gases. *Grouping activity* Observe that some materials change state when they are heated or cooled and measure the	protection and movement *Research the parts of the skeleton and what is protected by different parts* *Link to Romans by discussing how they protect themselves* *Different exercises to determine which muscles are used* *Why did the Romans change formation in battle?* **Living things and their habitats** Recognise that living things can be grouped in a variety of ways *How can things be grouped and why?* Explore and use classification keys to help group, identify and name a variety of living things in their local	Identify and describe the functions of a flowering plant: roots, stem, leaves and flowers *News video – Children learn about the different parts of a plant and present their findings to their peers in video* Explore the requirements of plants for life and growth and how they vary *Experiment - observing over time* *How plants react to one of the key elements being removed.* Investigate the way water is transported within plants *Experiment – Celery and food colouring* Explore the part that flowers play in the life cycle of plants *Chronological report- the processes of the life cycle.* **Animals including humans** Describe the simple functions of the basic parts of the digestive system *Practical activity – re-enacting the process of digestion* *Chronological report - using images of practical experiment as stimulus*	*Experiment – look at different materials and decide which will be best to be seen after surviving the sinking of the Titanic* Recognise that light from the sun can be dangerous and that there are ways to protect our eyes *Design pin hole camera* *Poster – dangers of the sun and how to keep safe in the sun* Recognise that shadows are formed when the light from a light source is blocked by an object *Diagrams with explanation* **Sound** Identify how sounds are made,	**Forces and magnets** Compare how things move on different surfaces *Experiment – how cars travel on different surfaces* *Draw bar charts to assess results* *Investigation into how the Titanic moved on water* Notice that some forces need contact between two objects, but magnetic force acts at a distance *Freeze frames of different forces* Observe how magnets attract or repel each other and attract some materials and not others

	temperature that this happens *Hardening of rock in Pompeii* *Science experiment into changing states of matter* Identify the part played by evaporation and condensation in the water cycle and link evaporation to temperature *Drama performance of the water cycle* *Science experiment changes over time - Water in different areas*	and wider environment *Mini beast hunt* *Take photos of animals around the grounds and classify them.* Recognise that environments change and how it is made dangerous *The effect of humans – how did the Romans effect the environment?*	Identify the different types of teeth in humans and their simple functions *Instructions – how to brush your teeth* *Comparison of different animal's teeth* Construct a variety of food chains, identifying producers, predators and prey *Diagrams – Create food chains with an explanation of the different parts*	associating them with vibration *Sound walk* *Explanation with diagrams* Recognise that vibrations from sound travel through a medium to the ear *Investigate sound travelling through different mediums – why does this happen?* *Explanation of what has been discovered* Find patterns between the pitch of a sound and the features of the object that made it *Create sounds using different instruments to observe changes in pitch*	*Investigate magnetic and non magnetic materials* *Are all metals magnetic? Coin investigation* Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet *Record in a table their findings* Describe magnets as having two poles *Explanation paragraph – their findings* Predict whether or not poles will attract or repel. **Electricity** Identify common appliances that run on electricity

				Find patterns between the volume of a sound and the strength of the vibrations that produced it *Use different sized instruments and record the sound level and record in a table and bar chart* Recognise that sounds get fainter as the distance from the sound source increases *What would be a good siren for the Titanic?*	*Display findings in a table* Construct a simple series circuit identifying and naming its basic parts *Draw a labelled diagram after investigation* Identify whether or not a lamp will light in a simple series circuit *Experiment and explanation paragraph about their findings* Recognise that a switch opens and closes a circuit *Explanation paragraph* Recognise some common conductors and insulators and associate metals with good conductor

					Agony Aunt/Uncle advising on what a character should do in electrical situations *Experiment with different materials in their circuit including water*
Art	Use sketch books to record observations - Cross section of images from focussed text - Perspective drawings Improve art & design techniques - Sculpt topographical area of Pompeii (paper mache) - Design Roman tiling Artist Focus – Nick Rowland Design a Roman soldier mosaic – what materials could be used?		Use sketch books to record observations - Charcoal drawing of fruit - Drawing of flowers Improve art and design techniques - Use of shadow Artist focus – Paul Cezanne	Use sketch books to record observations - Cross section of a part of the Titanic Improve art and design techniques - Sculpting – a room on the Titanic in a box Architect focus – Thomas Andrews Biography of his achievements	
Computing	Present ideas using a variety of software - Power Point/Word Search Technologies - Use of search engines to research topic Design/write programmes that accomplish specific goals. - Design a programme for a Roman obstacle course - Scratch programming		Present ideas using a variety of software - Power Point/word - Spreadsheets - Analyse and collect data (science and Geography) Search technologies - Use of search engines Use logical reasoning to explain how some algorithms work - Use of database to understand the rules of refining searches	Understand the World Wide Web and how it offers communication - Would the sinking of the Titanic be prevented if we could communicate online? Debug programs that accomplish specific goals - Scratch Present ideas using a variety of software - Word - Database – boarding the Titanic	

		- Scratch Identify ways to stay safe online	
D.T.	**Design** Research, generate, develop and model ideas to inform design products that are fit for purpose. Use diagrams, prototypes and CAD to make decisions. **Write instructions on how to create a Roman shield/aqueduct** **Make** 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 **Create a Roman shield/aqueduct** **Evaluate** Evaluate against design criteria – what went well/could be improved Discuss with others about design **Write reflective paragraph** **Focus: Roman Shield/Aqueduct**	**Food technology** Understand and apply the principles of a healthy 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	**Design** Research, generate, develop and model ideas to inform design products that are fit for purpose. Use diagrams, prototypes and CAD to make decisions. **Make** 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 **A ship that holds as many marbles as possible** **Evaluate** Evaluate against design criteria – what went well/could be improved Discuss with others about design **Write reflective paragraph** **Focus: A ship that holds as many passengers as possible**
Geography	Name and locate counties and cities within the United Kingdom (extend to identify capital cities across area covered by Roman Empire	Locate the world's countries – focus on Europe and North and South America **Revise local region/Campania and introduce Tierra Del Fuego in South America**	Understand Longitude and Latitude; Arctic circle and hemispheres Use the eight points of the compass; four and six figure grid references

	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a European country. **Campania and East Cleveland** Key topographical features and land-use patterns and understand how they change over time **Explore topographical map of Pompeii** Explore the geography of the Roman Empire – what countries did they invade? Revise continents and oceans.	Describe and understand key aspects of physical geography: Revise biomes – what could grow where and why? Distribution of natural resources **Trading with other countries** Use maps, atlases, globes and digital mapping to locate countries and describe features studied **Use Google Earth/Maps to identify features of regions**	**Plot a safer route for the Titanic** Recognise symbols and keys using ordnance survey maps Use field work to observe, measure, record and present the human and physical features of the local area
History	**Autumn 1 – Who were the Romans/Roman life** Understand the terms 'Empire' and 'civilisation' - Timeline of Roman period and how it is positioned with other key world events - Day in the life of a Roman (Green piece) Study of Pompeii Understand the connection between national and international history Roman populated Britain		Understand concepts of - Continuity and change - Cause and consequence Use them to frame historically valid questions **Letter home from the Titanic** Achievements and follies of mankind - **The unsinkable ship** How evidence is used to frame history - **Whose fault was it?** - **Why would there be different accounts of the same thing?**

	Autumn 2 – Brilliant or Barbaric? The expansion and dissolution of the Roman Empire Explore what the Romans brought to Britain that are still important today Contrasting arguments and interpretations of the past - Boudicca Understand the destruction they caused - Military history - War - Organisation		
French	Listen attentively to spoken language Explore the patterns and sounds of language through songs and rhymes Ask and answer questions Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in French	Listen attentively to spoken language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including use of a dictionary Understand basic grammar appropriate to French Write phrases from memory, and adapt these to create new sentences	Listen attentively to spoken language Understand basic grammar appropriate to French - Conjugation of high-frequency verbs Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including use of a dictionary Appreciate stories, songs, poems and rhymes in French

	Describe people, places, things and actions orally and in writing (use of adjectives and their position in sentences) Understand the location of France and key areas.		Appreciate songs, rhymes and poms in the language		Write phrases from memory, and adapt these to create new sentences	
Music	Children will be learning recorder for 30 weeks throughout the year and will learn how to perform using the instrument with increasing accuracy, fluency and control. In addition, they will understand musical notation through this work. They will also learn the ukulele for 10 weeks in the Spring term. Children will also listen to a range of live and recorded music at the start of the day as they enter the classroom from different traditions and from great composers and musicians.					
SMSC	New beginnings Target setting Sanctions and rewards 'Going Yellow' – children's mental health	Class assembly Christmas performance Getting on and falling out Say no to bullying	E safety Review of targets Going for goals	Accepting other cultures Good to be me	Review of targets Relationships	Changes
	Children will have a weekly PHSE session with Mrs Stephenson dealing with elements of SMSC and school will have an assembly on a Monday morning and an achievement assembly on a Friday afternoon. Moreover, there will be a hymn practice assembly on a Thursday afternoon.					
RE	**What do Hindus believe about God?** Top Trump cards of different Gods **Explanation about How and why do Hindus worship at**	**Why is advent important to Christians?** Advent wreaths Advent calendars with images that symbolise the Christian faith	**How and why do religious people pray?** Observe images of different faiths and compare and contrast Explanation text	**What do Christians remember on Palm Sunday?** Comparison between Jesus and a 'king' Making Palm crosses	**Why are Holy books important?** Investigate different Holy books Create a disply	**How do Jesus' parables help Christians live their lives?** Explanations of their favourite book – why is it their favourite?

	home and in the Mandir Discover how they worship and create a shrine showing important features Make simple comparisons between Hinduism and Christianity **How and why do Hindus celebrate Diwali?** Story of Rama and Sita Drama Divali card with rangoli patterns	**How do Christians celebrate Christmas today?** Revisit Christmas story Understand the use of candles at Christmas Religious services and the impact on people's lives		Retell the story of Palm Sunday **Why is Lent such an important time for Christians?** Making pancakes Create a poster about Lent looking at different cultures Power Point Presentation		Study a couple of parables and create a storyboard with their meanings below each picture