Lingdale Primary School

Year Three & Four Curriculum Overview 2019 – 2020

Autumn Term

| Year 3 Year 4 | Autumn Term | | Spring Term | | Summer Term | |
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| | 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? <br><br>Autumn 1 – Who were the Romans?/Roman Life<br>Autumn 2 – Romans – Brilliant or barbaric? | | Where on Earth does it come from?<br>An exploration of where food comes from with a focus on chocolate<br>Spring 1 – From Bean to Bar Where does it come from?<br>Spring 2 – The impact of fair trade | | How did the unsinkable ship sink?<br><br>Whole term<br><br>- An in depth study of the Titanic<br>- It's all your fault! Who was to blame? | |
| Enrichment- how to close the knowledge gap of disadvantaged children | D.T. Day – Build a Roman Aqueduct<br>Poetry Morning | | Visit chocolate museum in York<br>Visit to Tesco | | Use of ordnance survey maps to explore local area<br>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.<br>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<br>The Orchard Book of Roman Myths<br>Roman Mysteries Series – Caroline Lawrence | | The Catch – Literacy Shed<br>Jemmy Button – Jennifer Uman<br>Charlie and the Chocolate Factory – Roald Dahl | | Kaspar Prince of Cats – Michael Morpurgo<br>I survived the sinking of the Titanic – Lauren Tarshis | |
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| 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 | Narrative – Setting description for Pompeii before and after the eruption<br><br>Diary Writing – Account from the point of view of a key character<br><br>Non-chronological Report – Roman Life<br><br>Poetry – The eruption of Pompeii<br><br>Narrative – Myths and Legends<br><br>Explanation text – Importance of the Romans | | Recount – Trip to Chocolate museum<br><br>Explanation – Leaflet about Fair Trade<br><br>Explanation – Poster form – where chocolate comes from<br><br>Persuasive – Persuade someone to visit their chocolate factory over Willy Wonka's<br><br>Poetry – Easter | | Newspaper Report – Sinking of the Titanic<br><br>Narrative – Suspense writing<br><br>Discussion Text – Who is to blame for the sinking of the Titanic<br><br>Letter – Home from the Titanic (informal) | |
| Maths | Place Value<br>Addition & Subtraction<br>Multiplication & division<br>Time<br><br><br>Place value | Measure  perimeter<br>Place value<br>2D shapes<br>Multiplication and division<br><br>Measure – perimeter<br>Place value<br>2D shapes | Fractions<br>Angles<br>Addition and subtraction<br>Multiplication and division<br>Horizontal and vertical lines<br>Parallel and perpendicular lines<br>Money<br>Fractions<br>Multiplication and division | Multiplication and division<br>3D shapes<br>2D shapes<br>Mass and volume<br>Addition and subtraction<br>Place value | Fractions<br>Measure, compare and add in length mass and volume<br>Compare duration of events | Place value<br>Addition and subtraction<br>Multiplication and division<br>Fractions<br>Angles<br>Money<br>Perimeter |

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| | Addition & Subtraction Multiplication & Division Time | Multiplication and division | Angles Properties of shapes Addition and subtraction Money | Days months and years Multiplication and division problems Classify geometric shapes Symmetry Mass and volume Addition and subtraction Place value Decimals | Pictograms, bar charts and tables 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 | **Living things and their habitats** Recognise that living things can be grouped in a variety of ways *How can things be grouped and why?* | **Plants** 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 | | **Sound** Identify how sounds are made, associating them with vibration *Sound walk* | **Light contd..** Find patterns in the way that the size of a shadow changes *Instructions – method of* |

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| | *Testing rocks to group them* *Investigate the formation of rock after the eruption of Mount Vesuvius* | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | Experiment - observing over time How plants react to one of the key elements being removed. | Recognise that vibrations from sound travel through a medium to the ear | Experiment – explore how the shadow changes size |
| | Describe in simple terms how fossils are formed when things that have lived are trapped within rock | *Mini beast hunt* *Take photos of animals around the grounds and classify them.* | 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 | *Investigate sound travelling through different mediums – why does this happen?* | **Electricity** Identify common appliances that run on electricity *Display findings in a table* |
| | *Investigate preservation of people in Pompeii* *Create own fossils* *Sequence events of fossilisation* | | Chronological report- the processes of the life cycle.  **Animals including humans** Describe the simple functions of the basic parts of the digestive system | *Explanation of what has been discovered* | Construct a simple series circuit identifying and naming its basic parts |
| | **States of matter** Compare and group materials together – according to whether they | | *Practical activity – re-enacting the process of digestion* *Chronological report - using images of practical experiment as stimulus*  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* | 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 | *Draw a labelled diagram after investigation*  Identify whether or not a lamp will light in a simple series circuit |

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| | are solids, liquids or gases.<br><br>*Grouping activity*<br><br>Observe that some materials change state when they are heated or cooled and measure the temperature that this happens<br><br>Identify the part played by evaporation and condensation in the water cycle and link evaporation to temperature | | | Find patterns between the volume of a sound and the strength of the vibrations that produced it<br><br>*Use different sized instruments and record the sound level and record in a table and bar chart*<br><br>Recognise that sounds get fainter as the distance from the sound source increases<br><br>*What would be a good siren for the Titanic?* | *Experiment and explanation paragraph about their findings*<br><br>Recognise that a switch opens and closes a circuit<br><br>*Explanation paragraph*<br><br>Recognise some common conductors and insulators and associate metals with good conductor<br>*Agony Aunt/Uncle advising on what a character should do in electrical situations*<br><br>*Experiment with different materials in their circuit including water* |

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| Art | Use sketch books to record observations<br>- Cross section of images from focussed text<br>- Perspective drawings<br>Improve art & design techniques<br>- Sculpt topographical area of Pompeii (paper mache)<br>- Design Roman tiling<br>Artist Focus – Nick Rowland<br>Design a Roman soldier mosaic – what materials could be used? | Use sketch books to record observations<br>- Explore the work of Quentin Blake<br>- Learn how to illustrate like him<br>Improve art and design techniques<br>- Use of shadow<br>Artist focus – Paul Cezanne | Use sketch books to record observations<br>- Cross section of a part of the Titanic<br>Improve art and design techniques<br>- Sculpting – a room on the Titanic in a box<br><br>Architect focus – Thomas Andrews<br>Biography of his achievements |
| Computing | Present ideas using a variety of software<br>- Power Point/Word<br><br>Search Technologies<br>- Use of search engines to research topic | Present ideas using a variety of software<br>- Power Point/word<br>- Spreadsheets<br>- Analyse and collect data (science and Geography)<br>Search technologies<br>- Use of search engines<br><br>Use logical reasoning to explain how some algorithms work<br>- Use of database to understand the rules of refining searches<br>- Scratch<br>Identify ways to stay safe online | Understand the World Wide Web and how it offers communication<br>- Would the sinking of the Titanic be prevented if we could communicate online?<br>Debug programs that accomplish specific goals<br>- Scratch<br><br>Present ideas using a variety of software<br>- Word<br>- Database – boarding the Titanic |
| D.T. | **Design**<br>Research, generate, develop and model ideas to inform design products that are fit for purpose.  Use diagrams, prototypes and CAD to make decisions.<br><br>**Make** | **Design**<br>Research, generate, develop and model ideas to inform design products that are fit for purpose.  Use diagrams, prototypes and CAD to make decisions.<br><br>**Make**<br>Using computer designs, children deign and make their packaging | **Design**<br>Research, generate, develop and model ideas to inform design products that are fit for purpose.  Use diagrams, prototypes and CAD to make decisions.<br><br>**Make** |

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| | 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<br>**Create a Roman aqueduct**<br><br>**Evaluate**<br>Evaluate against design criteria – what went well/could be improved<br>Discuss with others about design<br>**Write reflective paragraph**<br><br>**Focus: Aqueduct** | **Evaluate**<br>Evaluate against design criteria – what went well/could be improved<br>Discuss with others about design<br>**Peer assessment of design**<br><br>**Food technology**<br>Understand and apply the principles of a healthy diet<br><br>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br><br>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | 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<br>**A ship that holds as many marbles as possible**<br><br>**Evaluate**<br>Evaluate against design criteria – what went well/could be improved<br>Discuss with others about design<br>**Write reflective paragraph**<br><br>**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<br><br>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a European country.<br>**Campania and East Cleveland** | Locate the world's countries – Identify where the cocoa beans are grown<br><br>Describe and understand key aspects of physical geography:<br>Revise biomes – what could grow where and why?<br>Distribution of natural resources<br>**Import/export**<br><br>Use maps, atlases, globes and digital mapping to locate countries and describe features studied<br>**Use Google Earth/Maps to identify features of regions** | Understand Longitude and Latitude; Arctic circle and hemispheres<br><br>Use the eight points of the compass; four and six figure grid references<br>**Plot a safer route for the Titanic**<br><br>Recognise symbols and keys using ordnance survey maps |

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| | Key topographical features and land-use patterns and understand how they change over time<br>**Explore topographical map of Pompeii**<br><br>Explore the geography of the Roman Empire – what countries did they invade? Revise continents and oceans. | | 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**<br>Understand the terms 'Empire' and 'civilisation'<br>- Timeline of Roman period and how it is positioned with other key world events<br>- Day in the life of a Roman (Green piece)<br><br>Study of Pompeii<br><br>Understand the connection between national and international history<br>Roman populated Britain<br><br>**Autumn 2 – Brilliant or Barbaric?**<br>The invasion of Britain successful and unsuccessful<br>Explore what the Romans brought to Britain that are still important today | The development of the Cadbury company over time<br><br>Children to sequence the important stages in the development of the company<br><br>Comprehension linked to the history of the company | Understand concepts of<br>- Continuity and change<br>- Cause and consequence<br>Use them to frame historically valid questions<br>**Letter home from the Titanic**<br><br>Achievements and follies of mankind<br>- **The unsinkable ship**<br><br>How evidence is used to frame history<br>- **Whose fault was it?**<br>- **Why would there be different accounts of the same thing?** |

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| | Contrasting arguments and interpretations of the past<br>- Boudicca<br><br>Understand the destruction they caused<br>- War<br>- Organisation | | |
| French | Listen attentively to spoken language<br><br>Explore the patterns and sounds of language through songs and rhymes<br><br>Ask and answer questions<br><br>Read carefully and show understanding of words, phrases and simple writing<br><br>Appreciate stories, songs, poems and rhymes in French<br><br>Describe people, places, things and actions orally and in writing (use of adjectives and their position in sentences)<br><br>Understand the location of France and key areas. | Listen attentively to spoken language<br><br>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including use of a dictionary<br><br>Understand basic grammar appropriate to French<br><br>Write phrases from memory, and adapt these to create new sentences<br><br>Appreciate songs, rhymes and poms in the language | Listen attentively to spoken language<br><br>Understand basic grammar appropriate to French<br>- Conjugation of high-frequency verbs<br><br>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including use of a dictionary<br><br>Appreciate stories, songs, poems and rhymes in French<br><br>Write phrases from memory, and adapt these to create new sentences |

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| 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. | | | | | |
| PE | Invasion Games Dance | Gymnastics Net Games | Net Games Health and Fitness | | Invasion Games Gymnastics | Athletics Ball skills: Striking and fielding | Athletics OAA |
| 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?** **Explanation about** **How and why do Hindus worship at home and in the Mandir** Make simple comparisons between Hinduism and Christianity **How and why do Hindus celebrate Diwali?** | | **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 Retell the story of Palm Sunday | | **Why are Holy books important?** Investigate different Holy books Create a display | **How do Jesus' parables help Christians live their lives?** Explanations of their favourite book – why is it their favourite? Study a couple of parables and create a storyboard with their meanings |

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| | | | **Why is Lent such an important time for Christians?**<br><br>Making pancakes<br><br>Create a poster about Lent looking at different cultures<br><br>Power Point Presentation | | below each picture |