

Lingdale Primary School

Year Three & Four Curriculum Overview 2020 - 2021

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 5 weeks	Summer 1 7 weeks	Summer 2 6 weeks
Topic	Stone Age to Iron Age - Were they not just a bunch of cave dwellers with very little intelligence? Autumn 1 - Stone Age - Man's earliest achievements Autumn 2 - Bronze Age to Iron Age - The dawn of a new era		Where in the world would I find that? Spring 1 - Exploring different biomes Spring 2 - Rainforests and deforestation		Was Tutankhamun murdered? Summer 1 - Life in Egypt Summer 2 - The discovery of Tutankhamun	
Enrichment- how to close the knowledge gap of disadvantaged children			Making a link with a class in Brazil		Visit to the Hancock Museum	
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 all sessions recorded in a reading folder to track pupil progress.					

Key Texts	Stone Age Boy - Sitoshi Katamura Stig of the Dump - Clive King The Boy with the Bronze Axe - Kathleen Fidler The Iron Man - Ted Hughes		Jemmy Button - Jennifer Uman The Great Kapok Tree - Lynne Cherry		Time Travelling Cat and the Egyptian Goddess - Julia Jarman Egyptian Myths and Legends The Egyptian Cinderella - Shirley Climo	
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 'Words of the Week' at least 2x p/w to help develop the children's vocabulary further and will be genre specific to support their writing.					
Writing Opportunities	<u>Narrative</u> - Describing characters and settings followed by adventure story <u>Instructions</u> - Building biscuit Stonehenge <u>Information Text</u> - Visitors guide to Skara Brae <u>Newspaper Report</u> - The Iron Man (the destruction of the farmers machinery) <u>Narrative</u> - From the POV of the Iron Man <u>Explanation text</u> - The changes from the Bronze Age to the Iron Age		<u>Non-Chronological</u> - Different biomes <u>Persuasive Letter</u> - Stop deforestation <u>Explanation</u> - The life cycle of a flowering plant <u>Poetry</u> - Easter		<u>Narrative</u> - Myths and legends <u>Discussion Text</u> - Was Tutankhamun murdered? <u>Recount</u> - Trip to the museum <u>Biography</u> - Howard Carter <u>Poetry</u> - Kennings	
Maths	Place Value Addition and Subtraction Multiplication and Division Time	Place Value Money (+ and -) Multiplication and division Fractions Measure Perimeter	Place Value Fractions Addition and subtraction Multiplication and division Shape Statistics Angles	Time Money Horizontal and Vertical Lines	Place Value Statistics Fractions Addition and subtraction Multiplication and division	Money Measure Fractions Multiplication and division

	Place Value Addition and Subtraction Multiplication and Division Time	Place Value Money Multiplication and division Fractions Area and Perimeter Measure	Place value Addition and subtraction Multiplication and division Fractions and decimals Shape Statistics Angles	Parallel and perpendicular Measure Money Co-ordinates Measure Time Decimals	Angles Place Value Statistics Addition and subtraction Multiplication and division Angles Fractions	Money Measure Decimals Multiplication and division
Science	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><i>Testing rocks to sort them</i> <i>How would this help the Hunter Gatherers?</i></p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock Investigate 3 types of fossils and explain</p>	<p>Animals including Humans Identify that animals, including humans, need the right type of nutrition.</p> <p>Recognise where nutrition comes from</p> <p>Compare and contrast diets of different animals</p> <p>Understand the importance of the skeleton and muscles for support, protection and movement</p>	<p>Plants Identify and describe the functions of a flowering plant: roots, stem, leaves and flowers</p> <p>Explore the requirements of plants for life and growth and how they vary</p> <p>Investigate the way water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of plants</p>	<p>Light Recognise they need light to see and dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise light from the sun can be dangerous and there are ways to protect eyes</p> <p>Recognise that shadows are formed when light is blocked</p>	<p>Forces and magnets Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic force can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p>	

	<p>each one (explanation text)</p> <p>Recognise that soils are made from rocks and organic matter</p>			<p>Find patterns in the way shadow size changes</p>	<p>Compare and group together a variety of materials based on whether they attract to a magnet</p> <p>Identify magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether magnets will attract or repel each other, depending on their poles</p>
Art	<p>Use sketch books to record observations</p> <ul style="list-style-type: none"> - Cave painting design - Line drawing (Iron Man art) <p>Improve art & design techniques</p> <ul style="list-style-type: none"> - Charcoal (cave paintings) - Clay (Create a Stone Age Necklace) - Sculpting (Biscuit Stonehenge) - Use different pencils to see the effect (Iron Man art) 	<p>Use sketch books to record observations</p> <ul style="list-style-type: none"> - Drawing of flowers - Sketching Rainforest pictures <p>Improve art and design techniques</p> <ul style="list-style-type: none"> - Painting - Chalks (rainforest animals) <p>Artist focus - Henri Rousseau</p>	<p>Use sketch books to record observations</p> <ul style="list-style-type: none"> - Hieroglyphics - How the River Nile was used - Drawing a pyramid <p>Improve art and design techniques</p> <ul style="list-style-type: none"> - Sculpting (Canopic jars) - Painting (Egyptian headdress) <p>Artist focus - Monet (impressionism)</p>		
Computing	<p>Information Technology</p> <ul style="list-style-type: none"> - Present ideas using a variety of software - Power Point/Word <p>Computer Science</p>	<p>Computer Science</p> <ul style="list-style-type: none"> - Understand the World Wide Web and how it is used 	<p>Information Technology</p> <ul style="list-style-type: none"> - Analyse simulations <p>Computer science</p>		

	<ul style="list-style-type: none"> - Using logical reasoning to explain how simple algorithms work (Computing unplugged) - Debug program (times table game) - Search Technologies 	<ul style="list-style-type: none"> - Using sequence and selection in programs - Detect and correct errors in algorithms (unplugged and scratch) (link to the life cycle of a plant) - Search technologies <p>Digital Literacy</p> <ul style="list-style-type: none"> - Use technology safely, respectfully and responsibly <p>Information Technology</p> <ul style="list-style-type: none"> - Analyse and present data (spreadsheets) 	<ul style="list-style-type: none"> - Use repetition in programs - Design, write and debug programs - Detect errors in algorithms and programs <p>Digital literacy</p> <ul style="list-style-type: none"> - Recognise acceptable and unacceptable behaviour - Learn ways to report it
D.T.	<p>Design and make an Iron Age Roundhouse (Building Structures - how can it be made stronger, stiffer, more stable)</p> <p>Design Research, generate, develop and model ideas to inform design products that are fit for purpose. Use diagrams, prototypes and CAD to make decisions.</p> <p>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 Clay and natural materials</p>	<p>Food technology Focus on Brazilian food Understand and apply the principles of a healthy diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Design and make a shaduf</p> <p>Design Research, generate, develop and model ideas to inform design products that are fit for purpose. Use diagrams, prototypes and CAD to make decisions. Present different materials and ask which would be most effective</p> <p>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 Popsicle sticks/long dowels</p>

	<p>Evaluate Evaluate against design criteria - what went well/could be improved Discuss with others about design Write reflective paragraph</p>		<p>Evaluate Evaluate against design criteria - what went well/could be improved Discuss with others about design</p>
Geography	<p>Locate the world's countries and their major cities (link to Iron Man (Australia))</p> <p>Name and locate cities in the United Kingdom</p> <p>Land use patterns and how it changed over time - What happened to Skara Brae?</p> <p>Types of Settlements: Where the best places to build Stone/Bronze/Iron Age settlements would be and why.</p> <p>Identify the significance of the hemispheres</p>	<p>Locate the world's countries using maps, atlases and globes (Investigate South America)</p> <p>Identify key topographical features of Brazil Geographical similarities and differences through the study of human and physical geography of a region in the UK and South America</p> <p>Understand key aspects of physical geography - biomes/climate zones - Vegetation belts</p> <p>Identify the position and significance of the equator and the tropics</p> <p>https://www.iflscience.com/environment/explore-the-amazon-with-this-stunning-360-virtual-reality-video/</p>	<p>Describe and understand key aspects of physical geography - Rivers</p> <p>Human geography - Land use and settlement (link to River Nile)</p> <p>How has it changed over time?</p> <p>Use four figure grid reference</p>
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>What would you rather be a hunter-gatherer or a farmer?</p>		<p>In depth study of Ancient Egypt</p> <p>Chronology of events from the time</p> <p>Ask historically valid questions about change, cause similarity and difference</p>

	<p>How do we know about a time that was long before records began?</p> <p>Develop the chronology of events (Use playground to show the distance in time)</p> <p>Understand how our knowledge of the past is constructed from different sources (Evidence from archaeology)</p> <p>Understand the achievements of these eras</p> <p>Understand religion, technology and travel from the Bronze Age</p> <p>The development of ideas through the Iron Age including farming, art and culture</p>		<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information (Was Tutankhamun murdered?)</p> <p>How do we know about Egyptian life? - Source material - primary and secondary sources</p> <p>How did the Egyptians worship?</p>
French	<p>Understand the location of France and its key areas (linked to Geography)</p> <p>Learn the key phonic sounds</p> <p>Listen to stories and songs and joining in once confident</p> <p>Asking questions and know how to respond</p> <p>Develop accurate pronunciation</p> <p>Present ideas orally to different audiences</p> <p>Understand Christmas in France</p>	<p>Write phrases from memory and adapt these to express ideas clearly.</p> <p>Broaden vocabulary and ability to understand new words</p> <p>Describe people places and things orally</p> <p>Understand basic grammar</p> <p>Develop accurate pronunciation</p>	<p>Appreciate songs, stories, poems and rhymes</p> <p>Describe people, places and things orally and in writing</p> <p>Engage in conversations by asking and answering questions</p> <p>Understand basic grammar</p> <p>Understand new words new words that are introduced from familiar material (Hungry Caterpillar)</p>

Music	Children will be learning ukulele 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 steel drums for 10 weeks in the Autumn 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 fortnightly PHSE session with Mrs Stephenson dealing with elements of SMSC. Due to the lockdown, school will have a strong focus on mindfulness and wellness for staff and children. Regular short sessions will be incorporated throughout the school week to maintain good mental health and emotion for both children and adults.					
RE	Hinduism (Belief, Worship, Impact of faith) - Belief about God - How and why do they worship	Hinduism (Belief, Worship, Impact of faith) - Belief about God - How and why do they worship Christianity (Worship, Teachings, Belief) - Advent	Christianity (Belief, Teachings) - Miracles of Jesus	Easter (Belief, Teachings, Worship) Palm Sunday	Holy Books (Belief, Teachings, Worship)	Christianity (Teachings, Impact of Faith) - Jesus Parables