



## Lingdale Primary School

### Year Three & Four Curriculum Overview 2021 - 2022

Year 3 Year 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where on Earth does it come from? Introduction to the Rainforest An exploration of where food comes from with a focus on chocolate Autumn 1 - From Bean to Bar Where does it come from? Autumn 2 - The impact of fair trade		Do other lands exist?  Exploration of what is behind the wardrobe door.	How did the unsinkable ship sink?  An in depth study of the Titanic It's all your fault! Who was to blame?	What did the Romans ever do for us?  Summer 1 - Who were the Romans?/Roman Life Summer 2 - Romans - Brilliant or barbaric?	
Enrichment- how to close the knowledge gap of disadvantaged children	Visit chocolate museum in York		Theatre trip	Use of Ordnance Survey maps to explore local area Danby Moors Centre	D.T. Day - Build a Roman Aqueduct/Catapult Visit to Roman site - Seggedunum/Hadrian's wall or Vindelandia Roman banquet day	
Reading	<p>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.</p> <p>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.</p>					
Key Texts	Charlie and the Chocolate Factory - Roald Dahl The Catch - Literacy Shed		Lion, Witch and the wardrobe - C S Lewis	Kaspar Prince of Cats - Michael Morpurgo	I was there - Boudica's Army - Hilary McKay Escape from Pompeii - Christina Balit The Orchard Book of Roman Myths	

			I survived the sinking of the Titanic - Lauren Tarshis	Roman Mysteries Series - Caroline Lawrence
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' to help develop the children's vocabulary further and will be genre specific to support their writing.			
Writing Opportunities	<u>Narrative</u> Charlie and the Chocolate Factory Character description  <u>Non-Fiction</u> Non-Chronological report - Rainforest. Explanation - Poster form - where chocolate comes from Balanced argument - Fair trade or not? Recount - Trip to Chocolate museum Persuasive - Advert for a new chocolate bar.  <u>Poetry</u> The Chocolate cake - Michael Rosen The Magic box - Kit Wright (innovate to chocolate box)	<u>Narrative</u> Setting descriptions Suspense writing Imaginative writing Writing from characters viewpoints.  <u>Non-Fiction</u> Letters from children Non-chronological report to inform and guide a visitor to Narnia	<u>Narrative -</u>  <u>Non-Fiction</u> Letter - Home from the Titanic (informal) Newspaper Report - Sinking of the Titanic Discussion Text - Who is to blame for the sinking of the Titanic  <u>Poetry</u> Spring/Easter	<u>Narrative</u> Narrative based on 'I Was There - Boudica's Army' 'Escape From Pompeii' by Christina Ballet Setting description for Pompeii before and after the eruption Myth/Legend - 'Romulus and Remus'  <u>Non-fiction</u> Explanation -Importance of the Romans Non-chronological Report - Roman Life Recount - diary entry based on 'I Was There - Boudica's Army' or 'Escape from Pompeii' Poetry Newspaper report  <u>Rhyming Poetry</u> 'The Romans in Britain' by Judith Nicholls

<p><b>Maths</b></p>	<p>Place Value Addition &amp; Subtraction Multiplication &amp; division Time</p> <p>Place value Addition &amp; Subtraction Multiplication &amp; Division Time</p>	<p>Measure perimeter Place value 2D shapes Multiplication and division</p> <p>Measure - perimeter Place value 2D shapes Multiplication and division</p>	<p>Fractions Angles Addition and subtraction Multiplication and division Horizontal and vertical lines Parallel and perpendicular lines Money Fractions Multiplication and division Angles Properties of shapes Addition and subtraction Money</p>	<p>Multiplication and division 3D shapes 2D shapes Mass and volume Addition and subtraction Place value Days months and years</p> <p>Multiplication and division problems Classify geometric shapes Symmetry Mass and volume Addition and subtraction Place value Decimals</p>	<p>Fractions Measure, compare and add in length mass and volume Compare duration of events Pictograms, bar charts and tables Addition and subtraction Multiplication and division Place value</p> <p>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</p>	<p>Place value Addition and subtraction Multiplication and division Fractions Angles Money Perimeter</p> <p>Place value Addition and subtraction Multiplication and division Co-ordinates Angles Area and Perimeter</p>
<p>Science</p>	<p><b>Living things and their habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>How can things be grouped and why?</p>		<p><b>States of matter</b></p> <p>Compare and group materials together - according to whether they are solids, liquids or gases.</p> <p><i>Grouping activity</i></p>		<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p><i>Display findings in a table</i></p> <p>Construct a simple series circuit identifying and naming its basic parts</p>	

	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><b>Animals including humans</b> Describe the simple functions of the basic parts of the digestive system</p> <p><i>Practical activity - re-enacting the process of digestion</i> <i>Chronological report - using images of practical experiment as stimulus</i></p> <p>Identify the different types of teeth in humans and their simple functions</p> <p><i>Instructions - how to brush your teeth</i> <i>Comparison of different animal's teeth</i></p> <p>Construct a variety of food chains, identifying producers, predators and prey</p> <p><i>Diagrams - Create food chains with an explanation of the different parts</i></p>	<p>Observe that some materials change state when they are heated or cooled and measure the temperature that this happens</p> <p>Identify the part played by evaporation and condensation in the water cycle and link evaporation to temperature</p> <p><b>Sound</b> Identify how sounds are made, associating them with vibration</p> <p>Sound walk Explanation with diagrams</p> <p>Recognise that vibrations from sound travel through a medium to the ear</p> <p>Investigate sound travelling through different mediums - why does this happen? Explanation of what has been discovered</p> <p>Find patterns between the pitch of a sound and the features of the object that made it</p> <p>Create sounds using different instruments to observe changes in pitch</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Use different sized instruments and record the sound level and record in a table and bar chart</p>	<p><i>Draw a labelled diagram after investigation</i></p> <p>Identify whether or not a lamp will light in a simple series circuit</p> <p><i>Experiment and explanation paragraph about their findings</i></p> <p>Recognise that a switch opens and closes a circuit</p> <p><i>Explanation paragraph</i></p> <p>Recognise some common conductors and insulators and associate metals with good conductor <i>Agony Aunt/Uncle advising on what a character should do in electrical situations</i></p> <p><i>Experiment with different materials in their circuit including water</i></p>
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<p>Art</p>	<p>Artist focus - Henri Rousseau Develop control and their use of materials.</p> <p>Use sketch books to record observations</p> <ul style="list-style-type: none"> <li>- Explore the work of Quentin Blake</li> <li>- Learn how to illustrate like him</li> </ul> <p>Improve art and design techniques</p> <ul style="list-style-type: none"> <li>- Use of shadow</li> </ul>	<p>Use sketch books to record observations</p> <ul style="list-style-type: none"> <li>- Black and white art</li> <li>- Behind the wardrobe door</li> <li>- Lion head -</li> <li>- Cross section of a part of the Titanic</li> </ul> <p>Improve art and design techniques</p> <ul style="list-style-type: none"> <li>- Sculpting - a room on the Titanic in a box</li> </ul> <p>Architect focus - Thomas Andrews Biography of his achievements</p>	<p>Use sketch books to record observations</p> <ul style="list-style-type: none"> <li>- Cross section of images from focussed text</li> <li>- Perspective drawings</li> </ul> <p>Improve art &amp; design techniques</p> <ul style="list-style-type: none"> <li>- Sculpt topographical area of Pompeii (paper mache)</li> <li>- Design Roman tiling</li> </ul> <p>Artist Focus - Nick Rowland Design a Roman soldier mosaic - what materials could be used?</p>
<p>Computing</p>	<p>Present ideas using a variety of software</p> <ul style="list-style-type: none"> <li>- Power Point/Word</li> <li>- Analyse and collect data (science and Geography)</li> </ul> <p>Search Technologies</p> <ul style="list-style-type: none"> <li>- Use of search engines to research topic</li> </ul> <p>Identify ways to stay safe online</p>	<p>Present ideas using a variety of software</p> <ul style="list-style-type: none"> <li>- Word</li> <li>- Database - boarding the Titanic</li> </ul> <p>Understand the World Wide Web and how it offers communication</p> <ul style="list-style-type: none"> <li>- Would the sinking of the Titanic be prevented if we could communicate online?</li> <li>-</li> </ul> <p>Debug programs that accomplish specific goals</p> <ul style="list-style-type: none"> <li>- Scratch</li> </ul>	<p>Present ideas using a variety of software</p> <ul style="list-style-type: none"> <li>- Power Point/word</li> <li>- Spreadsheets</li> </ul> <p>Search technologies</p> <ul style="list-style-type: none"> <li>- Use of search engines</li> </ul> <p>Use logical reasoning to explain how some algorithms work</p> <ul style="list-style-type: none"> <li>- Use of database to understand the rules of refining searches</li> <li>- Scratch</li> </ul>
<p>D.T.</p>	<p><b>Design</b> 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><b>Make</b> Using computer designs, children design and make their packaging</p>	<p><b>Design</b> 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><b>Make</b> Select from and use a wider range of materials and components including construction materials, textiles</p>	<p><b>Design</b> 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><b>Make</b> Select from and use a wider range of materials and components including construction materials, textiles and</p>

	<p><b>Evaluate</b> Evaluate against design criteria - what went well/could be improved Discuss with others about design <b>Peer assessment of design</b></p> <p><b>Food technology</b> 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 Fair Trade cooking</p>	<p>and ingredients according to their functional properties and aesthetic qualities <b>A ship that holds as many marbles as possible</b> <b>Design a container for keeping drink warm</b></p> <p><b>Evaluate</b> Evaluate against design criteria - what went well/could be improved Discuss with others about design <b>Write reflective paragraph</b></p> <p><b>Focus: A ship that holds as many passengers as possible</b></p>	<p>ingredients according to their functional properties and aesthetic qualities <b>Create a Roman aqueduct / catapult</b></p> <p><b>Evaluate</b> Evaluate against design criteria - what went well/could be improved Discuss with others about design <b>Write reflective paragraph</b></p> <p><b>Focus: Aqueduct / catapult</b></p>
Geography	<p>Locate the world's countries - Identify where the cocoa beans are grown</p> <p>Describe and understand key aspects of physical geography: Revise biomes - what could grow where and why? Distribution of natural resources <b>Import/export</b></p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p>	<p>Understand Longitude and Latitude; Arctic circle and hemispheres</p> <p>Use the eight points of the compass; four and six figure grid references <b>Map of Narnia</b> <b>Plot a safer route for the Titanic</b></p> <p>Recognise symbols and keys using ordnance survey maps</p> <p>Use field work to observe, measure, record and present the human and physical features of the local area</p>	<p>Name and locate counties and cities within the United Kingdom (extend to identify capital cities across area covered by Roman Empire)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a European country. <b>Campania and East Cleveland</b></p> <p>Key topographical features and land-use patterns and understand how they change over time</p>

	Use Google Earth/Maps to identify features of regions		Explore topographical map of Pompeii  Explore the geography of the Roman Empire - what countries did they invade? Revise continents and oceans.
History	<p>The development of the Cadbury company over time</p> <p>Children to sequence the important stages in the development of the company</p> <p>Comprehension linked to the history of the company</p>	<p>Understand concepts of</p> <ul style="list-style-type: none"> <li>- Continuity and change</li> <li>- Cause and consequence</li> </ul> <p>Use them to frame historically valid questions</p> <p><b>Letter home from the Titanic</b></p> <p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> <li>- <b>The unsinkable ship</b></li> </ul> <p>How evidence is used to frame history</p> <ul style="list-style-type: none"> <li>- <b>Whose fault was it?</b></li> <li>- <b>Why would there be different accounts of the same thing?</b></li> </ul>	<p><b>Autumn 1 - Who were the Romans/Roman life</b> Understand the terms 'Empire' and 'civilisation'</p> <ul style="list-style-type: none"> <li>- Timeline of Roman period and how it is positioned with other key world events</li> <li>- Day in the life of a Roman (Green piece)</li> </ul> <p>Study of Pompeii</p> <p>Understand the connection between national and international history Roman populated Britain</p> <p><b>Autumn 2 - Brilliant or Barbaric?</b> The invasion of Britain successful and unsuccessful Explore what the Romans brought to Britain that are still important today</p> <p>Contrasting arguments and interpretations of the past</p> <ul style="list-style-type: none"> <li>- Boudicca</li> </ul> <p>Understand the destruction they caused</p> <ul style="list-style-type: none"> <li>- War</li> <li>- Organisation</li> </ul>

French	<p>Understand the location of France and key areas.</p> <p>Listen attentively to spoken language</p> <p>Explore the patterns and sounds of language through songs and rhymes</p> <p>Ask and answer questions</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in French</p> <p>Describe people, places, things and actions orally.</p>	<p>Listen attentively to spoken language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including use of a dictionary</p> <p>Understand basic grammar appropriate to French</p> <p>Write phrases from memory, and adapt these to create new sentences</p> <p>Appreciate songs, rhymes and poems in the language</p>	<p>Listen attentively to spoken language</p> <p>Understand basic grammar appropriate to French</p> <ul style="list-style-type: none"> <li>- Conjugation of high-frequency verbs</li> </ul> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including use of a dictionary</p> <p>Appreciate stories, songs, poems and rhymes in French</p> <p>Write phrases from memory, and adapt these to create new sentences</p>			
Music	<p>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.</p> <p>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.</p>					
PE	Invasion Games Dance	Gymnastics Net Games	Net Games Health and Fitness	Invasion Games Gymnastics	Athletics Ball skills: Striking and fielding	Athletics OAA
SMSC (SCARF Units)	Me and my relationships Rights and responsibilities		Being my best	Keeping myself safe	Valuing difference	Growing and changing
Global goals/ Rights respecting	Sustainable development Global goal:		14 - Life below water 3- Good health	5- Gender equality 10 -reduced inequalities		



	<p>2- no hunger 10- reduced inequalities 12- responsible consumption</p> <p>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 32 Governments must protect children from work that is dangerous or might harm their health or education.</p>	<p>Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life. Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>	<p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.</p>
RE	<p>What do religions say about the environment?</p> <p>How and why do Hindu's celebrate Diwali?</p> <p>Christmas Why is Advent important to Christians?</p>	<p>What do miracles tell us about who Jesus was?</p> <p>What do Christians remember on Palm Sunday?</p>	<p>Why are holy books important?</p> <p>What do Hindu's believe about God?</p> <p>How and why do Hindu's worship at home and in the Mandir?</p>