

Y3 and Y4 Year A Wider Curriculum Overview

	Autumn	Spring	Summer
HISTORY/ GEOGRAPHY	<p style="text-align: center;"><u>SAFE IN THE COUNTRYSIDE?</u></p> <p>In this history unit the children will learn about the events leading up to and throughout the course of WWII. They will learn about how it affected Britain and the other countries involved with an in-depth focus on how lives were changed in our local area. Consideration will be given to the Holocaust and what we can learn as a result.</p> <p style="text-align: center;">Suggested Read: The Lion and the Unicorn by Shirley Hughes</p>	<p style="text-align: center;"><u>BUILDERS AND GROWERS OF THE RAINFOREST</u></p> <p>In this combined history and geography unit, children will uncover the mysteries of ancient Mayan civilisation. Starting in the rainforests of Central America, children will virtually explore Mayan ruins and use these to build a picture of Mayan life, society and civilisation. They will then discover how the physical environmental features of the rainforest impacted on building and growing and the legacy that we can still see today.</p> <p style="text-align: center;">Suggested read: The Great Kapok Tree by Lynne Cherry</p>	<p style="text-align: center;"><u>EXTREME EARTH</u></p> <p>In this geography unit the children will learn about the catastrophic effects of natural disasters. Studies will include historical as well as more recent events both locally and worldwide. Children will consider how the Romans of Pompeii succumbed to the natural disaster, the impact of the 1906 San Francisco earthquake, the Boxing Day Tsunami and undertake field work to discover more about the Lynmouth floods of 1952. They will then learn how modern weather-forecasting technology and infrastructure can help to prevent and lessen the effects in some cases.</p> <p style="text-align: center;">Suggested read: Escape from Pompeii by Christina Balit</p>
RE	<p style="text-align: center;">What do Hindus believe God is like? INCARNATION/ GOD: What is the Trinity? Christmas</p>	<p style="text-align: center;">What does it mean to be a Hindu in Britain today? SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter</p>	<p style="text-align: center;">KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? Why do some people think that life is like a journey and what significant events mark this?</p>
D.T	<p style="text-align: center;"><u>STORYBOOKS</u></p> <p>In this unit children will explore the moving parts in storybooks and learn how to recreate some of these using a variety of tools and techniques before designing, creating and evaluating their very own moving storybooks.</p>	<p style="text-align: center;"><u>BRITISH INVENTORS</u></p> <p>This unit focuses on some important Victorian inventions and more recent 20th century inventions created by British inventors and scientists and how these inventions have changed the lives of the people who use them.</p>	<p style="text-align: center;"><u>LIGHT UP SIGNS</u></p> <p>In this unit children will use woodworking tools and materials to make and decorative light box with illuminated words or letters.</p>
ART	<p style="text-align: center;"><u>PLANT ART</u></p> <p>In this unit children will discover a variety of plant-themed artworks by famous artists, and encouraged to express their opinions of them. They will make careful observational drawings, mix different tints, shades and tones of colour, experiment with clay and create the illusion of depth within a picture.</p>	<p style="text-align: center;"><u>ANDY WARHOL AND THE POP ART MOVEMENT</u></p> <p>In this unit children will be introduced to the iconic pop art movement. Children will explore what constitutes art and why people's opinions on what art is, differ. They will investigate a variety of works by Warhol and other Pop art artists.</p>	<p style="text-align: center;"><u>WILLIAM MORRIS</u></p> <p>In this unit children will find out who William Morris was and explore the Arts and Crafts Movement, complete some still-life sketches of the objects that provided the inspiration for Morris's designs, they will go on to develop their printmaking skills in order to create a repeating print of their own design.</p>
MUSIC	<p style="text-align: center;"><u>LET YOUR SPIRIT FLY</u></p> <p>In this unit the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p style="text-align: center;"><u>GLOCKENSPIEL STAGE 1</u></p> <p>This unit introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel</p>	<p style="text-align: center;"><u>THREE LITTLE BIRDS</u></p> <p>In this unit children will learn about the genre of Reggae through the song 'Three Little Birds by Bob Marley. Children will listen and appraise a selection of other reggae songs, play games that build on their understanding of rhythm, pulse and tempo and produce a final performance of a reggae song.</p> <p style="text-align: center;"><u>THE DRAGON SONG</u></p> <p>In this unit the children will learn The Dragon Song a song all about kindness and friendship. Using their imagination and working together as a class, they will create their own performance of this song as a starting point.</p>	<p style="text-align: center;"><u>BRINGING US TOGETHER</u></p> <p>This is a Disco song about friendship, peace, hope and unity. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p style="text-align: center;"><u>REFLECT, REWIND, REPLAY- CLASSICAL</u></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
COMPUTING	<p style="text-align: center;"><u>WE ARE PROGRAMMERS</u></p> <p>Using Scratch software, children will learn how to programme an animation.</p> <p style="text-align: center;"><u>WE ARE BUG FIXERS</u></p> <p>Children will learn the art of finding and correcting bug in programs.</p>	<p style="text-align: center;"><u>WE ARE PRESENTERS</u></p> <p>Children will learn the art of filming live video, discovering how to frame shots and steady the camera. They will use editing software to produce a final video.</p> <p style="text-align: center;"><u>WE ARE NETWORK ENGINEERS</u></p> <p>Children will explore computer networks, including the internet, including hardware and internet protocol</p>	<p style="text-align: center;"><u>WE ARE COMMUNICATORS</u></p> <p>Children will develop a basic understanding of how email works and learn how to communicate safely on the internet.</p> <p style="text-align: center;"><u>WE ARE OPINION POLLSTERS</u></p> <p>Children will use a range of software to collect and analyse data.</p>
PE	<p>OAA - Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Tennis & Football - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>ROH Create & Dance 'Alice's adventures in wonderland' Unit - Perform dances using simple movement patterns.</p>	<p>Basketball & Hockey - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres and to use a range of strokes effectively. Perform safe self-rescue in different water-based situations.</p> <p>Gymnastics - Develop flexibility, strength, technique, control and balance.</p>	<p>Athletics - Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Rounders - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
PSHE	<p style="text-align: center;">Year 3 Staying safe, leaning out of windows Year 4 Cycle Safety</p>	<p style="text-align: center;">Year 3 Stealing Year 4 Coming home on time Computer Safety:- Year 3 Making friends online Year 4 Online bullying</p>	<p style="text-align: center;">Year 3 Looking after Our World Year 4 Chores at home Relationships / Growing and Changing :- Year 3 Touch Year 4 Appropriate touch</p>
MFL	<p>Children will learn:</p> <ul style="list-style-type: none"> basic greeting skills including giving and asking for names. to use the response words <i>Oui</i> and <i>Non</i>. to find France and Paris on a map to respond to some basic classroom instructions. to name the UK and the countries that make it up. to say number 0-6. <p>how to ask the simple question "C'est + noun" and answer with "C'est...."</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> to say the numbers to 12. to use the conjunction <i>ou</i> to extend <i>C'est + noun</i> questions to use the adverbial phrase <i>à Paris,... (in Paris,...)</i> + the verb <i>il y a (there is/there are)</i> to talk about what there is in Paris about consonants and vowels in English and in French to use the adverbial phrase <i>à Paris,... (in Paris,...)</i> + the verb <i>il y a (there is/there are)</i> to learn about the adverb <i>aussi (also)</i> and how it is used in a sentence 	<p>Children will learn:</p> <ul style="list-style-type: none"> to say how old they are and to ask someone their age. to say where they live and ask someone where they live find out about other world landmarks and learn how to name them be able to use a speaking frame to talk about landmarks. find out about the definite articles <i>le, la, l' and les (the in English)</i> <p>be able to recall vocabulary by identifying images</p>