

Y3 and Y4 Year B Wider Curriculum Overview

	Autumn	Spring	Summer
HISTORY/ GEOGRAPHY	<p style="text-align: center;"><u>ARCHEOLOGISTS ROCK</u></p> <p>In this history unit children will learn about the changes in Britain from the stone age to the Iron age period through the question 'What can we dig up about the past?'</p> <p>Suggested Read: Stone age boy by Satoshi Kitamura</p>	<p style="text-align: center;"><u>INVADERS AND SETTLERS</u></p> <p>In this history unit, children will discover why Britain was sought after by the Romans, Anglo-Saxons and Vikings and the impact that these invasions had on the following generations. Children will discover how many of the things we take for granted in our daily life such as transport and plumbing are a legacy of the Roman Empire.</p> <p>Suggested read: Queen of Darkness by Tony Bradman</p>	<p style="text-align: center;"><u>MESSING ABOUT ON THE RIVER</u></p> <p>In this geography unit, children will follow the river from its source to the sea. They will conduct geographical field work on the River Barle and find out how and why settlements are often based beside rivers. Children will learn about the water cycle and the effects of the weather and seasons on rivers.</p> <p>Suggested read: Wind in the Willows by Kenneth Grahame</p>
RE	<p style="text-align: center;">CREATION/ FALL: What do Christians learn from the creation story?</p> <p style="text-align: center;">How do festivals and family life show what matters to Jewish people?</p>	<p style="text-align: center;">PEOPLE OF GOD: What is it like to follow God?</p> <p style="text-align: center;">How do festivals and worship show what matters to a Muslim?</p>	<p style="text-align: center;">GOSPEL: What kind of world did Jesus want? How and why do religious and non-religious people try to make the world a better place?</p>
D.T	<p style="text-align: center;"><u>SEASONAL STOCKINGS</u></p> <p>In this unit children will develop and use their knowledge of, and skills in, a variety of sewing techniques for joining and decorating fabric to design and make their very own Christmas stocking!</p>	<p style="text-align: center;"><u>MAKING MINI-GREENHOUSES</u></p> <p>In this unit children will find out the purpose of a greenhouse and how it works. After looking at stability and materials children will apply this knowledge and understanding to design, make and evaluate their very own mini greenhouse!</p>	<p style="text-align: center;"><u>SEASONAL FOOD</u></p> <p>In this unit the children will find out about the seasonality of food products. Children will learn to prepare some seasonal healthy dishes using a variety of different cooking methods.</p>
ART	<p style="text-align: center;"><u>SEURAT AND POINTILLISM</u></p> <p>In this unit children will find out about Seurat, the father of Pointillism, and his famous Pointillist artwork, but they will also have the chance to create their very own Pointillism art projects using a range of techniques.</p>	<p style="text-align: center;"><u>INVESTIGATING PATTERNS</u></p> <p>In this unit children will explore, create and manipulate a variety of different kinds of patterns. They will use patterns found at home and in the environment to design and make patterns with stencils and printmaking.</p>	<p style="text-align: center;"><u>FAMOUS BUILDINGS</u></p> <p>In this unit children will look closely at some famous buildings and think about what makes a building aesthetically pleasing and explore how architectural styles change over time. Using drawing techniques children will record their own responses.</p>
MUSIC	<p style="text-align: center;"><u>MAMMA MIA</u></p> <p>In this unit, as well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p style="text-align: center;"><u>GLOCKENSPIEL STAGE 2</u></p> <p>This unit builds upon the learning in Glockenspiel 2. Children will learn 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>STOP!</u></p> <p>In this unit the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p style="text-align: center;"><u>LEAN ON ME</u></p> <p>In this unit the children will be using the soul/ gospel song to develop their understanding of this musical genre and develop their understanding of rhythm, tempo and pitch.</p>	<p style="text-align: center;"><u>BLACKBIRD</u></p> <p>The learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. Rhythm, pitch and tone will be explored alongside lyrics and messages.</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 SOFTWARE DEVELOPERS</u></p> <p>Children will learn to develop an educational computer game using selection and repetition.</p> <p style="text-align: center;"><u>WE ARE TOY DESIGNERS</u></p> <p>Children will learn to design and make an on-screen prototype of a computer-controlled toy.</p>	<p style="text-align: center;"><u>WE ARE MUSICIANS</u></p> <p>Children will create and develop a musical composition, refining their ideas through reflection and discussion and use one or more programs to edit music.</p> <p style="text-align: center;"><u>WE ARE HTML EDITORS</u></p> <p>Children will learn how to edit and write HTML.</p>	<p style="text-align: center;"><u>WE ARE CO-AUTHORS</u></p> <p>Children will understand the conventions for collaborative online work, particularly in wikis in order to produce one of their own.</p> <p style="text-align: center;"><u>WE ARE METEOROLOGISTS</u></p> <p>Children will learn how computers play an essential role in weather forecasting and will go on to produce their own weather presentation.</p>
PE	<p>OAA - Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Tennis & Tag Rugby- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Netball & Dodgeball - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>ROH Create & Dance 'Everybody dance' Unit - Perform dances using simple movement patterns.</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>Cricket - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
PSHE	<p style="text-align: center;">Year 3 Medicine Year 4 Healthy Living</p>	<p style="text-align: center;">Year 3 Grief Year 4 Jealousy Computer Safety:- Year 3 Making friends online Year 4 Online bullying</p>	<p style="text-align: center;">Year 3 Hazard watch Year 4 A world without judgement Relationships / Growing and Changing :- Year 3 Touch Year 4 Appropriate touch</p>
MFL	<p>Children will learn:</p> <ul style="list-style-type: none"> To name 8 common nouns how to read the new words learn about the function of an adverbial phrase of place, and how to use it as a sentence opener <p>the names of colours</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> to ask questions using <i>Où est...?</i> to understand which form of the definite article to use with nouns, e.g. <i>le furet, la coccinelle, l'araignée</i> - learn about the subject pronouns <i>il</i> and <i>elle</i> 	<p>Children will learn:</p> <ul style="list-style-type: none"> to talk about favourite animals to learn about subject pronouns in the plural – <i>ils</i> and <i>ells</i> and learn a plural verb form – <i>sont</i> to talk about likes and dislikes using <i>j'aime</i> and <i>je n'aime pas...</i> to understand the function of the negative adverb <i>ne...pas</i> to ask and answer questions about how many things there are to say whether they live in a house or a flat <p>some nouns that can be found in the garden</p>