**Year 3 and 4 Curriculum 2018-19**

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| **Autumn 1 – Tomb Raiders** | **Autumn 2 -The Great War** |
| HISTORYPlace the Ancient Egyptians on a timeline of world history. Find out about the beliefs of the Ancient Egyptians by looking at evidence found from the pyramids, mummies, hieroglyphics and so on. What do Ancient Egyptian artefacts tell us about the past?GEOGRAPHYUse maps and atlases to locate Egypt on a map. Follow the route of the Nile. Research agriculture and farming in Ancient Egypt.PSHE/Citizenship:Health and Wellbeing**.** uk2008Compare the hierarchical system of government in Ancient Egypt with other hierarchical systems e.g. school, government etc.DESIGN TECHNOLOGYUse mouldable materials to design and make an Ancient Egyptian canopic jarARTPractise drawing skills to draw accurate faces. Use to create Ancient Egyptian death masks.MUSIC**Y3** 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.**Y4** Whole class Guitar Tuition.P.E.**Y3** Ball skills. Invasion games(football). Swimming.**Y4** Ball skills. Invasion games(football).RE**Y3** What did Jesus teach?**Y4** Why do Muslims fast? SCIENCE**Y3 Animals, Including Humans:** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Y4 States of Matter: C**ompare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. FOREIGN LANGUAGES**Y3** Greetings**Y4**  Numbers 11-20COMPUTING**Y3 and 4** Coding*Additional topic link:* In role as explorers write blogs detailing their archaeological discoveries about Ancient Egypt. | **HISTORY**Find out about the key events that triggered the start of world war one? Place on a timeline. Process of enlistment – were people forced to enlist? Who was targeted? What happened to people who didn’t enlist? Identify key British figures in WW1 – King George V, Asquith, Lloyd-George, Kitchener etc. Children research these different figures and present findings to class**GEOGRAPHY**Which countries did people enlist from? Locate on a map.**PSHE/Citizenship:**Health and Wellbeing uk2008Children discuss making promises. Why is it important to keep a promise? Find out about the Peace Treaty signed at the end of WW1. Children write their own peace poems and prayers with the theme of reconciliation.**ART**Look at a range of propaganda posters from WW1 that were designed to encourage people to enlist to the forces. Children design and create their own propaganda posters. uk2008**DESIGN TECHNOLOGY**Children research how Zeppelins were invented and used by the Germans to bomb Great Britain. Children design, make, decorate and evaluate their own Zeppelin airship.**MUSIC****Y3** Recorders Stage 1. The learning is focused around exploring and developing playing skills through the glockenspiel.**Y4** Whole class Guitar Tuition**PE****Y3** Gym-Pathways and travelling, Health related fitness**Y4** Gym-Balance and receiving body weight. Health related fitness**RE****Y3** Can we treat animals just as we like? uk2008**Y4** Why do Sikhs celebrate Divali?**SCIENCE****Y3 Forces and Magnets:** Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Y4 Living Thing and Their Habitiats** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.Investigate the forces involved in flight and in moving vehicles. Find out about the impact of friction.**FOREIGN LANGUAGES****Y3** Alphabet**Y4 Food****COMPUTING****Y3 and 4** Online safety. uk2008Spreadsheets. |

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| Spring 1 – Roman Rule | Spring 2 – China  |
| HISTORYResearch Caesar’s attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius and the Roman Empire. Trace Britain’s role within the Roman Empire. Use evidence to understand the decline and fall of the Western Roman Empire and its impact on Britain. Research Roman gods and impact of early Christianity.GEOGRAPHYUse maps and atlases to locate where Romans travelled from and where they settled.PSHE/CitizenshipRelationships uk2008*Additional topic link*: To look at how the Roman Empire was led and discuss the effects of democracy within an empire.DESIGN TECHNOLOGYAnalyse, design and create a catapult.ARTDesign and create a Roman mosaic. Design and create a poster to advertise a new museum attraction.MUSIC**Y3** Whole Class Drumming Tuition.**Y4** Whole class Guitar TuitionPE**Y3** Dance. Court games: Handball/Dodgeball**Y4** Dance. Court games: Handball/DodgeballRE**Y3** How can Chrstianity influence the lives of people? **Y4** Why is the Bible called Holy?SCIENCE**Y3 Plants:** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.Y**4 Animals, Including Humans:** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. FOREIGN LANGUAGES**Y3**  Numbers 1-10**Y4**  Likes and DislikesCOMPUTINGY3 Spreadsheets.Touch Typing skills.Y4 Spreadsheets. *Additional topic link*: Use programming to create invasion art linked to a Roman battle. | HISTORY Describe and understand the similarities and differences between China and the UK. Evaluate the legacy of the Shang Dynasty. Compare the ‘pictorial’ system of language with English. Use appropriate historical terms such as: dates, time periods, era, change and chronology etc.  GEOGRAPHY  Use maps, atlases and globes to name and locate countries and cities of the world. PSHE/CitizenshipRelationships uk2008*Additional topic link*: Research and understand the important role of volunteers in preserving our national heritage e.g. National Trust, English Heritage, Countryside Alliance. uk2008DESIGN TECHNOLOGYPlan, design, create and evaluate a 3D statue/model of a new landmark to celebrate Britain today. uk2008MUSIC**Y3** Whole class Drumming Tuition.**Y4** Whole class Guitar TuitionPE**Y3** Gym-Partner balances. Dribbling and shooting(hockey/basketball)**Y4** Gym-turning/twisting/linking movements and routines. Dribbling and shooting(hockey/basketball)RE**Y3** Is there a heaven?**Y4** What makes a good prayer?SCIENCE**Y3** Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. **Y4** Electricity: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. FOREIGN LANGUAGES**Y3** Colours**Y4** Hair and EyesCOMPUTING**Y3** Touch typing. Email**Y4** Writing for different audiences.*Additional topic link:* Use SCRATCH to make a model maze design. Use the internet and Google Earth to research and identify landmarks. |

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| Summer 1 – A Journey Through Europe | Summer 2 – Wonder Women |
| HISTORYThe famous art and architecture that can be found in Europe. The history of the Eurovision Song Contest and recognise some of the artists and music that it has represented.GEOGRAPHYKey information about the countries that form Europe - flags, capital cities, landmarks etc. About the climate and landscape, including mountain ranges and rivers of different European countries. What the Euro is. Different modes of transport for travelling around Europe. The wide variety of languages spoken in Europe.PSHE/CitizenshipThe Wider World uk2008*Additional topic link*: Learn about the system of education and schooling in China.DESIGN TECHNOLOGYPrepare and cook Chinese food.ARTDesign and make a Chinese clay dragonMUSIC**Y3** The Dragon Song.This unit is based on a song about kindness, respect, friendship, acceptance and happiness through which the pupils will learn to sing, improvise, compose and perform.**Y4** Whole class Guitar Tuition. Compose and perform music to accompany a Chinese Lion dance.PE**Y3** Striking and fielding.**Y4** Net/Wall games. Striking and fielding***Additional Topic link****:* Learn the Chinese Lion dance orsome Tai Chi moves.RE**Y3** Who was Muhammed?**Y4**  Is there evidence of religion locally? uk2008SCIENCE**Y3 Light:** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked byan opaque object. Find patterns in the way that the size of shadows change. **Y4 Sound:** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. FOREIGN LANGUAGES**Y3 -** Animals**Y4** – Transport and Countries.COMPUTING**Y3** branching Databases.**Y4** Logo. Animation. | HISTORYThat women in the past have had an impact on the world of sport. That women in the past were not always recognised for their abilities in sport. That women were not always treated equally and that some women protested until things changed.The changes that key female figures have made in the history of sport. The different roles that women have in the world of sport. About different Olympic sports and Olympic World Records held by sports women.GEOGRAPHYLocate countries on a map of origins of famous women in history.PSHE/CitizenshipThe Wider World. uk2008*Additional topic link:* Explore the Highway Code and further elements of safety linked to transport by road, in the air and on water.DESIGN TECHNOLOGYDesign and build a model airport. uk2008ARTCreate a road safety poster. MUSIC**Y3** Bringing Us Together**.** Based ona disco song about friendship, peace, hope and unity. Listen and appraise, improvise and compose through this unit.**Y4** Whole class Guitar TuitionPE**Y3** Athletics and creative games**Y4** Athletics and creative gamesRE**Y3** What rules should we live by? uk2008**Y4** Does the love of money lead to evil?SCIENCERevision with additional investigations and experiments to deepen learning linked to programme of study for year groups.FOREIGN LANGUAGES**Y3 and 4 –** Review and Consolidation of units.COMPUTING**Y3** Simulations. Graphing.**Y4** Effective Search. Hardware Investigators.*Additional topic link:* Use tablets and computers to research different modes of transport and key figures. Use programmes such as ‘tagxedo’ and ‘tag galaxy.’ |