

Long Term Curriculum Overview Year 3 & 4

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Cycle 1 Topics	Term 1		Term 2		Term 3	
	Romans		Extreme Environments Rainforests (South America - Brazil) (Cold/ocean biomes)		Anglo Saxons	
English Texts	Into the Forest: Anthony Brown (3) Writing Outcomes: Narrative: Journey story Diary	Arthur and the Golden Rope: Joe Todd Stanton (4) Writing Outcomes: Narrative: Myths Spells	Fox: Margaret Wild (3) Writing Outcomes: Narrative: Non-Chronological report.	The Whale: Vita Murrow (4) Writing Outcomes: Narrative: Setting description News report	Jemmy Button: Jennifer Uman (3) Writing Outcomes: Narrative: return Story Letter	The Lost happy Endings: Carol Ann Duffy(4) Writing Outcomes: Narrative: Twisted Persuasion
	Unit 1&2 Number & place value Addition & subtraction Properties of shape Multiplication & division including Number & place value Fractions Position & direction	Unit 3&4 Addition & subtraction Decimals <i>Measurement</i> (mass) Multiplication & division including Number & place value <i>Measurement</i> (time)	Unit 5&6 Number & place value Addition & subtraction Properties of shape multiplication & division including Number & place value Fractions <i>Measurement</i> (length)	Unit 7&8 Addition & subtraction Addition & subtraction Stats Multiplication & division Decimals <i>Measurement</i> (perimeter & area)	Unit 9&10 Number & place value Addition & subtraction including <i>Measurement</i> (money) Properties of shape Multiplication & division Fractions volume & capacity	Unit 11&12 Addition & subtraction including <i>Measurement</i> (money) Decimals Position & direction Multiplication & division Multiplication & division <i>Statistics</i>
Geography	Human geography: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.		Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Physical geography: climate zones, biomes and vegetation belts. Human geography: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
History	The Roman Empire and its Impact on Britain. Use evidence to ask questions and find answers to questions about the past Suggest causes and consequences of some of the main events and changes in history. Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:		(Geography Based term)		Britain's settlement by Anglo-Saxons and Scots Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	

	<ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>				Place events, artefacts and historical figures on a time line using dates.	
Art	<p>Print</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Drawing</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>			<p>Textiles</p> <p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>	
D&T	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Bridge challenge with Roman arches.</p>	<p>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>			<p>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>	
Design Technology in addition to above:						
Design						
<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 						
Make						
<ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • 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. 						
Evaluate						
<ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world 						
RE	<p>What is Humanism?</p> <p>(Year 3 / 4 Unit B)</p>	<p>Christianity</p> <p>UC Concept 2A.3: Incarnation</p> <p><i>What is the Trinity?</i></p>	<p>Christianity</p> <p>UC Concept 2A.1: Creation</p> <p><i>What do Christians learn from the creation story?</i></p>	<p>Christianity</p> <p>UC Concept 2A.5: Salvation</p> <p><i>Why do Christians call the day Jesus died 'Good Friday'?</i></p>	<p>Hinduism</p> <p>DRE Theme Summer 1: Hindu Beliefs</p> <p><i>How can Brahman be everywhere and in everything?</i></p>	<p>Hinduism</p> <p>DRE Theme Summer 2: Pilgrimage to the River Ganges</p> <p><i>Would visiting the River Ganges feel special to a non-Hindu?</i></p>
Heart Smart (3) SEAL	<p>Get Heart smart/ Don't Forget to Let Love In</p> <p><i>Getting on and falling out / Good to be me</i></p>		<p>Too Much Selfie Isn't Healthy/ Don't Rub it in Rub it Out</p> <p><i>'Say no to bullying'</i></p>		<p>Fake is a Mistake/ No Way Through isn't True.</p> <p><i>'Changes'</i></p>	
Science	<p>Year 3 Module 5 – Amazing bodies</p> <p>Lessons 2, 3, 4, 6, 7, 8</p> <p>Year 4 Module 5 – Human impact</p> <p>Lessons 1, 2, 3, 4, 5</p> <p>Year 4 Return to Module 1 – In a state (teach with Human impact)</p> <p>Lessons 10, 11</p>		<p>Year 3 Module 2 – Rock detectives</p> <p>Lessons 1, 2, 3, 6, 7, 9, 10</p> <p>Year 3 Module 3 – Can you see me?</p> <p>Lessons 1, 2, 3, 5, 6, 7, EL2</p>		<p>Year 4 Return to Module 4 – Where does all that food go? (Teach with Who Am I?)</p> <p>Lesson 6, 7</p> <p>Year 4 Module 6 – Who am I?</p> <p>Lessons 1, 2, 3, 4</p> <p>Year 4 Module 3 – Switched on</p> <p>Lessons 1, 2, 3, 4, 5, 6</p>	
	Our Changing World modules					
		Lesson 1 teach in September		Lesson 2 teach in early January		Lesson 3
Computing Teach computing	(Y3) Computing systems and networks – connecting computers		(Y4) Creating media – photo editing		(Y3) Programming A – Sequence in Music	
Music Charanga	Celts and Romans (Freestyle KS2)	Christmas Concert	Living on a prayer (Freestyle KS2)	Easter Concert	Three little birds (Y3, Spring 1) Reflect, Rewind, Replay (Free choice)	
MFL Salut!	Core unit 1		Unit A - Animals		Core unit 2	

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Cycle 2 Topics	Term 1		Term 2		Term 3	
	Rivers		Stone Age to the Iron Age		France	
English Texts	Iron Man: Ted Hughes & Laura Carlin. Narrative persuasion (river pollution)	Journey: Francesca Sanna (4) Writing Outcomes: Narrative: Overcoming adversity Diary	Seen and Not Heard: Katie May Green (3) Writing Outcomes: Narrative: Character Instructions (How to be a mischievous child)	Leaf: Sandra Diekmann (4) Writing Outcomes: Narrative: Being lost (1 st person account) Non Chron report on bears	Return: Aaron Becker (3) Writing Outcomes: Narrative: Setting Travel report	Manfish: Jennifer Berne (4) Writing Outcomes: Narrative: Invention Biography
Maths Busy Ants	Unit 1&2 Number & place value Addition & subtraction Properties of shape Multiplication & division including Number & place value Fractions Position & direction	Unit 3&4 Addition & subtraction Decimals <i>Measurement</i> (mass) Multiplication & division including Number & place value <i>Measurement</i> (time)	Unit 5&6 Number & place value Addition & subtraction Properties of shape multiplication & division including Number & place value Fractions <i>Measurement</i> (length)	Unit 7&8 Addition & subtraction Addition & subtraction Stats Multiplication & division Decimals <i>Measurement</i> (perimeter & area)	Unit 9&10 Number & place value Addition & subtraction including <i>Measurement</i> (money) Properties of shape Multiplication & division Fractions volume & capacity	Unit 11&12 Addition & subtraction including <i>Measurement</i> (money) Decimals Position & direction Multiplication & division Multiplication & division <i>Statistics</i>
Geography	Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Physical geography: rivers, water cycle human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. Use a wide range of geographical sources in order to investigate places and patterns.		(History-based term)		Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	
History	(Geography-based term)		Changes in Britain from the Stone Age to the Iron Age. Suggest causes and consequences of some of the main events and changes in history. Give a broad overview of life in Britain from ancient until medieval times. Understand the concept of change over time, representing this, along with evidence, on a time line. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change 		Use evidence to ask questions and find answers to questions about the past. Compare some of the times studied with those of other areas of interest around the world. Use dates and terms to describe events.	

		<ul style="list-style-type: none"> • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p>A study of a theme in British history.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events. Describe changes that have happened in the locality of the school throughout history</p>				
Art	<p>Painting</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p>	<p>Sculpture</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p>	<p>Collage</p> <p>Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Digital Media</p> <p>Create images, video and sound recordings and explain why they were created.</p>			
D&T	<p>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p> <p>Lifting water in a well</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Build a roundhouse</p>	<p>Understand and apply the principles of a healthy and varied 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 Technology in addition to above:</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • 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. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world 						
RE	<p>What is the Bah'i faith?</p> <p>(Year 3 / 4 Unit A)</p>	<p>Christianity</p> <p>UC Concept 2A.6: Kingdom of God</p> <p><i>When Jesus left, what was the impact of Pentecost?</i></p>	<p>Christianity</p> <p>UC Concept 2A.2: People of God</p> <p><i>What is it like (for Christians) to follow God?</i></p>	<p>Christianity</p> <p>DRE Theme Spring 2: Easter</p> <p><i>Is forgiveness always possible for Christians?</i></p>	<p>Islam – CWAC Free Choice</p> <p><i>How do Muslims worship?</i></p>	<p>Judaism</p> <p>DRE Theme Autumn 1: Beliefs and Practices</p> <p><i>How special is the relationship Jews have with God?</i></p>
Heart Smart (4) SEAL	<p>Get Heart smart/ Don't Forget to Let Love In</p> <p><i>New Beginnings</i></p>	<p>Too Much Selfie Isn't Healthy/ Don't Rub it in Rub it Out</p> <p><i>Going for Goals</i></p>	<p>Fake is a Mistake/ No Way Through isn't True.</p> <p><i>Relationships</i></p>			
Science	<p>Year 3 Module 4 – The power of forces Lessons 1, 2, 3, 4, 5, 6, 7</p> <p>Year 4 Module 1 – In a state Lessons 1, 2, 3, 4, 5, 7, 8 (teach 7 & 8 together) 9</p>	<p>Year 4 Module 2 – Good vibrations Lessons 1, 2, 3, 4, 5, 6, 7</p> <p>Year 3 Module 1 – How does your garden grow? Lessons 1, 2, 3, 4, 5, 6</p>	<p>Year 3 Return to Module 1 – How does your garden grow? Lessons 7, 8, 9, 10, 11, 12</p> <p>Year 4 Module 4 – Where does all that food go? Lessons 2, 8, 9, 3, 4</p>			

Our Changing World modules						
	Year 3 Lessons 1, 2 and 3 twice this term all together in one lesson Year 3 Lesson 4 once this term Year 3 Lesson 5 in early September		Year 3 Lessons 1, 2 and 3 twice this term all together in one lesson Year 3 Lesson 4 once this term Year 3 Lesson 5 in early Spring		Year 3 Lessons 1, 2 and 3 twice this term all together in one lesson Year 3 Lesson 4 once this term Year 3 Lesson 5 twice in Summer	
Computing Teach computing	(Y4) – Computing systems and networks – The internet		(Y3) – Creating media - animation		(Y4) – Data and information – Data logging	
Music Charanga	I'll be there (Freestyle KS2)	Christmas Concert	Lean on me (Y4, Spring 2)	Easter Concert	Mamma Mia (Y4, Autumn 1)	Reflect, rewind and replay (Free choice)
MFL Salut!	Unit B - Food		Core unit 3		Unit G – Describing people	