



Year 3 and 4 curriculum overview

	Autumn	Spring	Summer
A	<p>Would you have liked to have lived in the Stone Age?</p> <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics. Human geography including trade links in the pre-Roman era. <p style="text-align: center;">History</p> <ul style="list-style-type: none"> Use evidence ask questions and find answers to questions about the past. 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. 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. Describe the social, ethnic, cultural or religious diversity of past society. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. 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. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p style="text-align: center;">Science – States of matter</p> <ul style="list-style-type: none"> Compare and group materials together according to whether they are solids, liquids and gases. Observe that some materials change state when they are heated and cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Why were the Vikings so successful?</p> <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> Locating cities and counties surrounding Staffordshire Locate the main countries of Europe including Russia. Identify parts of Europe that became Roman Empire Chester- types of settlements in modern Britain Human geography including trade links in the Roman era. Use maps, atlases globes and digital computer/mapping to locate countries and describe features studies Locate and name the countries making up the British Isles with their capital cities. Describe and understand key aspects of physical geography, focussing on volcanoes. <p style="text-align: center;">History</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 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. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Describe the social, ethnic, cultural or religious diversity of past society. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. 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. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p style="text-align: center;">Science - Forces and magnets</p> <ul style="list-style-type: none"> Notice that some forces need contact between two objects, but magnet forces can act at a distance. Can observe how magnets attract or repel each other and attract some materials and not others. 	<p>What did the Romans do for us?</p> <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics. Compare a region of the UK with a region in Europe. Understand geographical similarities and differences through the study of physical and human geography. Types of settlements in Viking Britain. Learn the 8 points of a compass on a 2 figure grid reference. <p style="text-align: center;">History</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change Chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 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. Give a broad overview of life in Britain from ancient until medieval times. Use evidence to ask questions and find answers to questions about the past. 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. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.



Year 3 and 4 curriculum overview

Art- Cave paintings

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, paint and pastel.
- About great designers in history.

Design technology – homes and structure

- Design with purpose by identifying opportunities to design
- Make products by working efficiently
- Refine work and techniques as work progresses, continually evaluating the product design.
- Cut materials accurately and safely by selecting appropriate tools
- Measure and mark out to the nearest millimetre
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material
- Select appropriate joining techniques
- Choose suitable techniques to construct products or to repair items
- Strengthen materials using suitable techniques

RE

Year 3

- The 5 Pillars of Islam
- Christian and Islam

Year 4

- The 5 principles and 10 disciplines
- Marking significant events

British Values

Rule of Law

Celebration of other faiths and values

- Can 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.
- Can describe magnets as having two poles, predict whether magnets will attract or repel each other depending on which poles are facing.

Art – Vincent Van Gogh

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, paint and pastel.
- Artists in history.

Design technology – Moving dragons

- Design with purpose by identifying opportunities to design
- Make products by working efficiently
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use scientific knowledge of that transference of forces to choose appropriate mechanisms for a product.

RE

Year 3

- God
- Easter

Year 4

- Lent and fasting
- Easter

British Values

Mutual respect

Science Plants

Can identify and describe the functions of different parts of flowering plants.

- Can explore the requirements of plants for life and growth 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.

Living things and habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification 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.

Art - Leonardo da Vinci

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, paint and pastel.
- Artists in history.

Design technology – pizza and chariots

- Design with purpose by identifying opportunities to design
- Make products by working efficiently
- Refine work and techniques as work progresses, continually evaluating the product design.
- Prepare ingredients hygienically using appropriate utensils
- Assemble and cook ingredients
- Cut materials accurately and safely by selecting appropriate tools
- Measure and mark out to the nearest millimetre
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material
- Select appropriate joining techniques
- Choose suitable techniques to construct products or to repair items
- Strengthen materials using suitable techniques

RE

Year 3

- Mosque
- Creation



Year 3 and 4 curriculum overview

			<p>Year 4</p> <ul style="list-style-type: none"> Mandir, church and home God <p>British Values</p> <p>Democracy Individual liberty and responsibilities</p>
B	<p>What impact did the Anglo-Saxons have?</p> <p>Geography</p> <ul style="list-style-type: none"> Types of settlements in Viking, Saxon Britain linked to History. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference <p>History</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 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. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 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. Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. 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. Use literacy, numeracy and computing skills to a good standard in 	<p>How do you put on a show?</p> <p>Geography</p> <ul style="list-style-type: none"> Locate and name the main counties and cities in England. Learn the eight points of a compass, four-figure grid references. 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. <p>History</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 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. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 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. Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change Chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Place events, artefacts and historical figures on a time line using dates. 	<p>What did the ancient Greeks do for us?</p> <p>Geography</p> <ul style="list-style-type: none"> Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. <p>History</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 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. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 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. Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era



Year 3 and 4 curriculum overview

order to communicate information about the past.

Science – Human Body

- 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 animals have skeletons and muscles for support, protection and movement.
- 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.

Art – Portraits

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, paint and pastel.
- About great artists in history.

Design technology – purses

- Design with purpose by identifying opportunities to design
- Make products by working efficiently
- Refine work and techniques as work progresses, continually evaluating the product design.
- Understand the need for a seam allowance
- Join textiles with appropriate stitching
- Select the most appropriate techniques to decorate textiles

RE

Year 3

- The 5 Pillars of Islam
- Christian and Islam

Year 4

- The 5 principles and 10 disciplines
- Marking significant events

British Values

Rule of Law
Celebration of other faiths and values

- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Science – Light and Sound

Light

- Recognise that light is needed 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 by a solid object
- Find patterns in the way that the size of the shadow change

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.

Art – Stage designs

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, paint and pastel.
- About great designers in history.

Design technology – making shadow puppets

- Design with purpose by identifying opportunities to design
- Make products by working efficiently
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use scientific knowledge of that transference of forces to choose appropriate mechanisms for a product.

- change
- Chronology.

- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Science – Rocks and soils / electricity

Rocks and soils

- 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

Electricity

- Identify common appliances that run electricity
- Construct a simple series electrical circuit identify and naming its basic parts
- 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 metals with being good conductors

Art – Greek pottery

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, paint and pastel.
- About great designers in history.

Design technology- a light up Greek God (linking to electricity topic)

- Design with purpose by identifying opportunities to design
- Make products by working efficiently
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use scientific knowledge of electricity to create a workable circuit

Year 3

RE



Year 3 and 4 curriculum overview

		<p style="text-align: center;">RE</p> <p>Year 3</p> <ul style="list-style-type: none">• God• Easter <p>Year4</p> <ul style="list-style-type: none">• Lent and fasting• Easter <p style="text-align: center;">British Values</p> <p style="text-align: center;">Mutual respect</p>	<ul style="list-style-type: none">• Mosque• Creation <p>Year 4</p> <ul style="list-style-type: none">• Mandir, church and home• God <p style="text-align: center;">British Values</p> <p style="text-align: center;">Democracy</p> <p style="text-align: center;">Individual liberty and responsibilities</p>
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