

CURRICULLUM OVERVIEW 2020/2021 YEAR 3/4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Humanities</b></p> <p><b>Geography</b></p> <p><b>History</b></p>	<p>Hinduism</p> <p>To explore the cultural and historical aspects of the Hindu faith.</p> <p>To develop locational knowledge in relation to India.</p> <p>To research the origins of Hinduism and the area of origin for Indian people.</p> <p>To locate India on the map with the tropic of Cancer and Capricorn and a number of countries in the northern hemisphere.</p> <p>To use an Atlas to find India and other countries in the Northern Hemisphere.</p> <p>To research the human and physical features of India and use the correct geographical words to describe it.</p> <p>Compare the UK to India and evaluate why people may choose to live in one place rather than another.</p>		<p><b>Powerful Monarchs</b>  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To explore the changing powers of Monarchs from 1066 up to the British Monarchy today. The role of the queen today and her platinum Jubilee 2022.</p> <ul style="list-style-type: none"> <li>● To know the changing power of Monarchs</li> <li>● To study significant turning points in British history in relation to the changing power of Monarchs including a range of case studies.</li> </ul> <ul style="list-style-type: none"> <li>● To describe events from the past using dates when things happened.</li> <li>●</li> <li>● To use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>●</li> <li>● To use mathematical knowledge to work out how long ago events happened.</li> <li>●</li> <li>● To explain some of the times when Britain has been invaded.</li> <li>●</li> <li>● To use research skills to find answers to specific historical questions.</li> <li>●</li> </ul>		<p>Climate Change (Science link)</p> <p>Geography</p> <p>To explore the impact of climate change on the world and in the local environment.</p> <ul style="list-style-type: none"> <li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>● Explore the reason people may be attracted to live in cities.</li> <li>● To plan a journey to a place in England and the most eco-efficient way of getting there including using grid references on a map.</li> <li>● Locate at least six cities in the UK on a map and evaluate their ecological footprint and expand to some of the main islands that surround the UK.</li> </ul>	

		<ul style="list-style-type: none"> <li>•To research in order to find similarities and differences between two or more periods of history.</li> <li>•</li> <li>•To research two versions of an event and explain how they differ.</li> </ul>		
<p><b>Science</b></p>	<p><b>Eat Like a Champ/ Animals inc humans:</b> The need for the right types and amounts of nutrition and cannot make their own food - nutrition from what they eat; Humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Light:</b> Need light in order to see and that dark is absence of light; reflected from surfaces; light from the sun can be dangerous and there are ways to protect their eyes; shadows are formed when light from a source is blocked by solid object; find patterns in the way that the size of shadows change.</p>	<p><b>Forces and magnets:</b> Compare how things move on different surfaces; some forces need contact between two objects but magnetic force can act at a distance; magnets repel and attract some materials but not others; compare and group materials on basis of attraction to magnet and identify some magnetic materials; magnets having two poles; predict whether two magnets will attract or repel each other depending on</p>	<p><b>Rocks:</b> Compare and group different kinds of rocks on basis of appearance and physical properties; describe how fossils are formed; recognise that soils are made from rocks and organic matter</p> <p><b>Plants:</b> Identify and describe the function of different parts of flowering plants; explore 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, including pollination, seed formation and dispersal.</p>

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				which poles are facing.		
Art DT	<p>Hinduism art.</p> <p>Explore art linked to Hinduism.</p> <ul style="list-style-type: none"> <li>- Mendhi</li> <li>- Henna</li> <li>- Rangoli patterns</li> <li>- Symbolism</li> <li>- God/ Goddesses</li> <li>- Traditional artists</li> </ul>	<p>Christmas craft</p> <p>ART/ DT.</p> <p>The Greatest Gift</p> <ul style="list-style-type: none"> <li>- Candles and Jesus as a symbol of light.</li> <li>- Appreciation cards</li> <li>- Christmas cards</li> <li>- Design and create a christmas hanging decoration.</li> </ul>	<p>Artists through the ages</p> <p>To explore and recreate the work of artists through the ages including of the Monarchs.</p> <ul style="list-style-type: none"> <li>- Sketches</li> <li>- Backgrounds</li> <li>- historical periods</li> <li>- facial expressions and body language</li> </ul>		<p>Climate change- DT-</p> <p>Recycle or reuse?</p> <p>explore the efficiency of recycling and explore ways of reducing waste.</p> <ul style="list-style-type: none"> <li>- design and model a revolutionary invention to help battle climate change.</li> <li>- Design and create using recycled fabrics.</li> </ul>	
Literacy	<p>Instructions and Explanations</p> <p>Keeping healthy. Linking directly to the school theme of 'Eat Like a Champ!' Focusing</p>	<p>'The Greatest Gift'</p> <p>Being with loved ones is worth more than any material gift at Christmas.</p>	<p>Powerful Monarchs! Directly linked to our History topic.</p> <ul style="list-style-type: none"> <li>- Using descriptive language.</li> <li>- biographies</li> </ul>	<p>Poetry</p> <p>A study of classic and modern poetry and a study of poets looking at diversity and how the poems relate</p>	<p>Rubbish Town Hero</p> <p>Using the class novel to prompt discussions on the environment and the impact of waste towards climate change. Children will explore poverty, war, friendship and loyalty through a range of creative writing activities.</p> <ul style="list-style-type: none"> <li>- Fictional writing</li> </ul>	

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	<p>on the importance of keeping a healthy mind and body.</p> <p>Food and exercise instructional writing</p> <p>Writing guides for happy minds</p> <p>Recipe writing.</p> <p>posters</p>	<p>create their own verse for the song including rhyming words &amp; Christmas messages.</p> <p>A Christmas wishlist to Santa from the perspective of someone less fortunate.</p> <p>a diary entry for Dad on the busy day.</p> <p>appreciation letters.</p> <p>appreciation cards.</p>	<p>autobiographies</p> <p>reports,</p> <p>recounts</p> <p>diary entries.</p>	<p>to Dolphinholme school.</p> <p>Nonsense poems</p> <p>Narrative poems</p> <p>Feelings and emotions</p> <p>Poetry around the world</p> <p>Poetry and music</p> <p>A love for poems</p> <p>Poetic styles</p>	<p>Display posters</p> <p>information texts</p> <p>Persuasive letters.</p> <p>Speaking and listening debate.</p> <p>Powerful poetry.</p> <p>Inspirational speeches.</p>	
<b>Numeracy</b>	<p>UNIT 1-4.</p> <p>1- PLACE VALUE, ADDITION AND SUBTRACTION.</p> <p>2- LENGTH AND PERIMETER.</p> <p>3- STATISTICS.</p> <p>4- ADDITION AND SUBTRACTION.</p>	<p>UNIT 5-8</p> <p>5- Multiplication</p> <p>6- Division</p> <p>7- Time</p> <p>8- 3D shape.</p>	<p>UNIT 9-13</p> <p>9- Place value</p> <p>10- multiplication</p> <p>11- division</p> <p>12- addition and subtraction</p> <p>13- fractions</p>	<p>UNIT 14- 19</p> <p>14. Addition and subtraction and money</p> <p>15. 2-D shape and sorting</p> <p>16. Position &amp; direction</p> <p>17. Area</p> <p>18. statistics</p> <p>19- measures</p>	<p>UNIT 20-22</p> <p>20. Place value</p> <p>21. addition and subtraction.</p> <p>22. multiplication and division.</p>	<p>Unit 23-26</p> <p>23. Fractions</p> <p>24. 2D and 3D shapes</p> <p>25. statistics</p> <p>26. Place value</p>
<b>Computing</b>	<p>To explore the various softwares used throughout school and how to</p>	<p>To be confident in exploring the internet and understanding how to stay safe</p>	<p>To have an in-depth knowledge of creating media online. Children will use softwares to make careful choices of font, size, colour</p>	<p>To understand coding and programming to create and debug algorithms using Turtle Logo and scratch.</p> <ul style="list-style-type: none"> <li>- Design and debug programs</li> <li>- decoding</li> </ul>		

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	<p>use them effectively and safely.</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Multimedia</li> <li>- iPads</li> <li>- Chromebooks</li> <li>- Google Docs</li> <li>- Google Slides</li> <li>- Google forms</li> <li>- TT Rocksars</li> <li>- Prodigy</li> </ul>	<p>online.</p> <ul style="list-style-type: none"> <li>- cyberbullying</li> <li>- super searchers</li> <li>- copycats!</li> <li>- Sharing information</li> <li>- Superheroes</li> <li>- Dolphinholme's online community.</li> </ul>	<p>and software to produce pieces of work linked to our History and English topic.</p> <ul style="list-style-type: none"> <li>- words and pictures</li> <li>- editing</li> <li>- templates</li> <li>- content</li> <li>- evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- unplugged activities</li> <li>- algorithms</li> <li>- editing and improving</li> </ul>
<p><b>Music</b></p>	<p><b>Elements of music 1-</b> Learn about elements of music through listening tasks, musical activities. Exploring a range of rhythms and beats including Bollywood music.</p>	<p><b>Elements of music 2-</b> To continue to develop elements of music and introduce new ones.</p>	<p><b>Lancashire singing festival</b> Performing as a choir and singing in harmony confidently and accurately. Performing parts from memory and being able to breathe in the correct places when singing.</p>	<p><b>Music Service - Charanga</b>  Listening – singing and listening to a variety of music.  To be able to analyse features within different pieces of music.  To be able to describe, compare and evaluate music using musical vocabulary.  To be able to explain why they think music is successful or unsuccessful.</p>

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					To be able to contrast the work of a famous composer and explain why.	
<b>R.E.</b>	4.1 God, David and the Psalms.	4.2 Christmas. Exploring the symbolism of light	4.3 Jesus the Son of God. How did Jesus show his power and authority?	4.4 exploring Easter as a story of betrayal and trust.	4.5 Are all churches the same?	4.6 What is prayer?
<b>P.E.</b>	<p><b>Lesson 1:</b> Invasion games skills through Tag Rugby.</p> <p><b>Lesson 2:</b> Balance, core-strength, partner work, travel, balance skills through Gymnastic activities.</p>	<p>Lesson 1: Invasion games skills through Dodgeball</p> <p>Lesson 2: Balance, core-strength, partner work, travel, balance skills through Gymnastic activities.</p>	<p><b>Lesson 1: Sequencing activities through dance, linked with Hinduism.</b></p> <p><b>Lesson 2: Swimming activities</b></p>	<p><b>Lesson 1:</b> Invasion games skills through football or hockey.</p> <p><b>Lesson 2:</b> Swimming activities.</p>	<p><b>Lesson 1: Invasion skills through netball.</b></p> <p><b>Lesson 2: Net and ball skills through Tennis.</b></p>	<p><b>Lesson 1: Striking and Fielding skills through Cricket/ Rounders.</b></p> <p><b>Lesson 2: A range of throwing/ catching/ running/ agility skills through athletic activities.</b></p>
<b>MFL:</b>	<p>Introduction and core unit 2.</p> <p>reviewing basic greetings from last year and introducing Y3 to known songs introductions.</p> <ul style="list-style-type: none"> <li>- days of the week.</li> <li>- numbers.</li> <li>- colours.</li> <li>- opinions.</li> </ul>	<p>Food</p> <p>Eating and preparing food! We will be looking at recipes and what food we like- linking back to Eat like a Champ.</p> <ul style="list-style-type: none"> <li>- Food</li> <li>- I like to eat...</li> <li>- What are you eating?</li> <li>- cutlery</li> <li>- Ingredients</li> <li>- French toast</li> </ul>	<p>Animals</p> <p>Revision of core unit 2 alongside animals.</p> <ul style="list-style-type: none"> <li>- On the farm.</li> <li>- Pets.</li> <li>- What's your dog like?</li> <li>- Where is the cat?</li> <li>- Where is the elephant?</li> <li>- Henri looks for his mother.</li> </ul>	<p>At school</p> <p>To learn the vocabulary to discuss their school day and favourite subjects and stationary they may need.</p> <ul style="list-style-type: none"> <li>- How do you go to school?</li> <li>- Rooms</li> <li>- In your pencil case</li> </ul>	<p>Playtime</p> <p>A fun unit to encourage children to speak french on the playground. They will learn games, songs and actions.</p> <ul style="list-style-type: none"> <li>- The farmer in his meadow.</li> <li>- Simon says....</li> <li>- I play...</li> </ul>	<p>A year of French!</p> <p>A review of vocab they have learnt throughout the year. A review of their favourite songs and consolidation of knowledge and a broader knowledge of vocabulary ready for the year ahead.</p> <ul style="list-style-type: none"> <li>- Greetings.</li> <li>- Food.</li> <li>- Animals.</li> <li>- at school.</li> <li>- Playtime.</li> </ul>

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				<ul style="list-style-type: none"><li>- what time is it?</li><li>- subjects</li><li>- the magic bag</li></ul>	<ul style="list-style-type: none"><li>- In the playground.</li><li>- What do you like to play?</li><li>- Luc the dreamer.</li></ul>	<ul style="list-style-type: none"><li>- I am looking forward to...</li></ul>
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