


























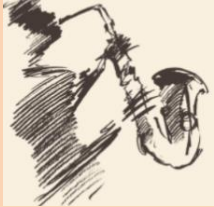




















Etwall Primary School- Curriculum Overview- CYCLE A						
Year 3/4						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
English	Non-Chronological Report	Recount Biography Persuasion	Explanation Poetry - Shape	Historical Narrative Discussion/Debate Report Performance Poetry (Computing)	Poetry - Kennings	Poems on a theme
Maths (Y3) (NCETM Prioritisation materials)	- Adding and subtracting across 10. - Numbers to 1000	- Numbers to 1000.	- Right angles. - Manipulating the additive relationship and securing mental calculation.	- Column addition. - 2, 4 and 8 times tables. - Column subtraction.	- Unit Fractions	- Non-unit fractions - Parallel and perpendicular sides in polygons. - Time
Maths (Y4) (NCETM Prioritisation materials)	- Review of column addition and subtraction. - Numbers to 1000.	- Perimeter. - 3, 6, 9 times tables.	- 7 times table and patterns - Understanding and manipulating multiplicative relationships.	- Understanding and manipulating multiplicative relationships. - Coordinates -	- Review of fractions. - Fractions greater than 1.	- Symmetry in 2D shapes. - Time - Division with remainders.
Humanities (History/ Geography)	Ruthless Romans <i>(Romans)</i> Rotten or revolutionary, the Romans certainly did leave a lasting legacy! From gladiators and gods to eruptions and emperors, we love diving into this history topic! There’s plenty to explore in this topic, <i>but nil desperandum!</i> 	Polar Exploration Find out about the coldest areas of the world; their weather patterns and the animals that live there. learn about the adventures of Shackleton and Scott in their journey to the North Pole. 	Waterworld Take a trip around the water cycle. Discover the different parts of a river and the differences between a river, sea and ocean. Investigate what a Dam is, and water related sustainable electricity. 	Stone Age Rocks! <i>(Stone Age-Iron Age)</i> Journey all the way back to the Stone Age through to the Bronze Age period and how it impacted on life in Britain. Learn about how early man survived in a harsh environment and why Skara Brae was important for understanding life in the Stone Age. 	Under the Canopy <i>(Brazil)</i> Journey to Brazil to explore the different regions of this diverse country. Investigate the mysteries of the tropical rainforest; from the layers of the forest and its animal inhabitants, to the unique climate. Compare this with the contrasting cities found in Brazil. 	
Art	Every Picture Tells a Story Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored	Art and Design – Puppets Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator 	Prehistoric Art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created 		Formal Elements Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a ‘flip’ pattern and recreate a famous and ancient geometric pattern. 	

						
Science	<p>Light</p> <p>Children develop their learning about light and shadows by creating shadow puppets which tell a story. The investigate how to change the size of a shadow, how light is reflected from a surface and how to stay safe in the sun.</p> 	<p>Electricity</p> <p>Children will complete a simple series circuit, identifying the main parts. They will look at conductors and insulators and plan their own investigations. Children will look t switches and investigate the key works and achievements of scientists linked to electricity.</p> 	<p>Rocks</p> <p>Children will look at fossils and then identify different types of rock, and plan an investigation about whether rocks sink or swim. They will explain how soil is made and observe whether it is all the same colour.</p> 	<p>Animals, including humans</p> <p>Children describe the difference between invertebrates and invertebrates. They know that humans have a skeleton and can name parts of this. They look at the purpose of muscles and plan their own test. Children identify that they cannot make their own food and identify food groups and discuss healthy eating.</p> 	<p>Living things and habitats</p> <p>Children use classification keys to identify and name living things building on the knowledge they gained in Key Stage 1. They explore habitats around the world.</p> 	
DT	<p>Structures: Constructing a Roman Villa</p> <p>Learning about the features of a Roman Villa, children design and make one of their own. They will also be using configurations of handmade nets and recycled materials.</p> 	<p>Electrical Systems: Static Electricity</p> <p>Children are introduced to static electricity and based on scientific understanding of positive and negative charges. They observe the effects of static electricity on objects such as plastic straws, tissue paper and glitter. They will then consider ways of using static electricity as part of a simple game that they will make.</p> 	<p>Mechanical Systems: Slingshot cars</p> <p>Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis.</p> 	<p>Food: Eating Seasonally</p> <p>Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.</p> 	<p>Textiles: Cushions</p> <p>Having already learnt the basics of sewing and decorating fabric in earlier years, this topic offers extra challenge by introducing two new skills to add to their repertoire: cross stitch and appliqué. After learning these techniques, they apply their knowledge to the design, decoration and assembly of their very own cushions</p> 	
RE	<p>What does it mean to be a Hindu in Britain today? (Part 1 and 2)</p> <p>Children describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. They describe some ways in which Hindus express their faith through puja, aarti and bhajans. They suggest at least two reasons why being a Hindu might be a good or a hard thing in Britain today thing in Britain today. They discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including themselves, help others.</p> 	<p>Why is the bible so important for Christians today?</p> <p>Children make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. They give examples of how and suggest reasons why Christians use the Bible today. Children describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. They discuss their own and others’ ideas about why humans do bad things and how people try to put things right.</p> 	<p>Why are festivals important to religious communities?</p> <p>Children make connections between stories, symbols and beliefs with what happens in at least two festivals. They ask questions and give ideas about what matters most to believers in festivals. They identify similarities and differences in the way festivals are celebrated. They explore different ideas about what is worth celebrating.</p> 	<p>What do different people believe about God?</p> <p>Children will describe some of the ways in which Christians, Hindus and Muslims describe God. They will ask questions and suggest some of their own responses to ideas about God. Children will Suggest why having a faith or belief in something can be hard and Identify how and say why it makes a difference in people’s lives to believe in God.</p> 	<p>Why do people pray?</p> <p>Children describe the practice of prayer in the religions studies and make connections between how and why people pray. They describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> 	
PE	<p>Social: Dynamic Balance to Agility – Jumping & Landing and Static Balance – Seated</p>	<p>Personal: Co-ordination – Footwork and Static Balance – One Leg</p>	<p>Health and Fitness: Agility – Ball Chasing and Static Balance – Stance</p>	<p>Creative: Co-ordination – Sending & Receiving and Counter Balance – With a Partner</p> <p>Forest Schools</p>	<p>Cognitive: Dynamic Balance – On a Line and Co-ordination – Ball Skills</p>	<p>Applying Physical: Agility – Reaction/ Response and Static Balance – Floor Work</p>

	Swimming	Dance	Invasion Games		Gymnastics	Athletics
Music	Adapting and Transposing Motifs (Romans) In this topic, pupils experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers 	Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. 	Changes in Pitch, tempo and dynamics (Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance 	Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion. 	Body and tuned Percussion (Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. 	
PSHE	Changes Children will understand different feelings, including good and not so good feelings. They will understand that change can cause conflicting emotions and explore, and identify how to manage change positively. They will know where to go to for help. 	Being Me Children will explore different kinds of responsibilities at school and in the community. They will identify what being part of a community means. They will appreciate the range of identities in the UK. 	Drug Education Children will distinguish between safe and harmful, and know that some substances can be harmful if misused. They will learn rules about staying safe and recognise how to make informed choices. 	Money Matters Children identify the role of voluntary and charity groups. They explore how to manage money and the importance of money in people's lives and how money is obtained. They understand enterprise and begin to develop enterprise skills. 	Being Safe Children will explore how to recognise, predict and assess risks in different situations, how increased independence brings increased responsibility to keep themselves safe. They understand the importance of protecting information, particularly online and how to become digitally responsible. 	Growing Up Children will celebrate their strengths and qualities and discover that images in the media do not always reflect reality. They will look at simple hygiene rules. Children will identify changes as they grow up and the right to protect their own bodies, including the difference between acceptable and unacceptable bodily contact. They will know the names of the body parts. 
Computing	Basic Skills Children will learn to create and name files and the difference between 'save' and 'save as'. Children will improve their touch-typing skills, and create word documents that include text, images and hyperlinks. 	Multi-Media Children will look at existing PowerPoints from other schools to create their own PowerPoints to advertise Etwall Primary School. Their presentation will include: text, images (photographs they have taken and copyright photographs from the internet), animation, audio, a contents page, action buttons, hyperlinks and slide transitions. 	Online Safety Day Children will learn how to stay safe online by following the theme of National online safety day. 	Music and Sound Children will use the main tool bar on Audacity to record their own sounds to re-record and improve tracks and to edit and create effects. They will work as a class to create a class anthology of poems with sound effects. 	Programming – Scratch Children will build on their previous programming experience and learn the main functions of programming using scratch. They will develop their programing experience in the 3 main areas of the Scratch environment to plan and create a rock band by adding multiple instruments to a suitable backdrop and programming them to play sounds and switch costumes. Debugging if/when necessary. They then explore how to create a maze-based game and their very own Etch a Sketch using Scratch. 	
French	J'Appends Le Francais (I'm Learning French) Children find out about France and other French speaking countries. They ask and answer simple questions and count from 1-10 along with ten basic colours.	Les Salutations (Salutations) Children build up their vocabulary to be able to have a short oral exchange in French building on their speaking and listening skills as well as completing simple reading and writing activities.	Je peux... (I Can...) Children are introduced to the French verb 'pouvoir' in the form of je peux (I can). Using this verb in this form children learn ten everyday activities (talking, eating, dancing etc.)	L'ancienne Histoire de la Grande Bretagne (Ancient Britain) In this particular unit children will focus on the three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. They will look at how to say "I am...", "I have..." and "I live..."	Les Animaux (Animals) Children are introduced to ten nouns and articles for common animals, through speaking and listening activities. Children also continue work on the verb 'I am..'	Petit Chaperon Rouge (Little Red Riding Hood) Using this well-known story, children are taught how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also use the story to be introduced to various parts of the body.

						
Green Project	<div>Bee House – Research, build, evaluate.</div> 