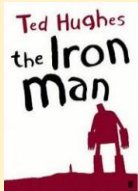
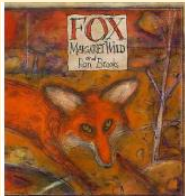
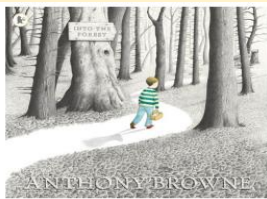
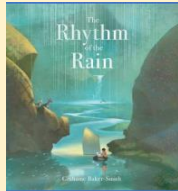
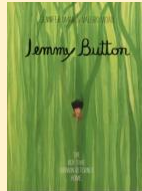


Year 3-4 Curriculum overview -What will my child be learning?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Incredible Iron Man & Black History Month	Woodland Wonders	How does your Garden Grow?	Exciting Egypt	The Rhythm of the Rain	Revolting Romans
Science: Children will learn about forces and magnets. They will compare how things move on different surfaces and how forces act upon other objects, including magnetism.	Science: Children learn about light and how we need it to see things. They will investigate reflections and shadows across the day. They will also think about safety in relation to the Sun.	Science: Children will learn about the different parts of a plant and understand that each part has an important part. They will find out how to look after and care for plants.	History: Children will learn about the exciting ancient civilisation of Ancient Egypt. They will compare how the Ancient Egyptian life is different/similar to our lives today.	Science: Children will find out about different animals – including humans! They will find out about skeletons and muscles and how these support animals to move.	Science: Children will learn about rocks. In this topic, they will make comparisons and groups and be able to talk about the differences and similarities. They will explore different kinds of soils and what we might find in them.
Art: Children will use The Iron Man as a stimulus for creating their own line drawings. They will use shading and lines to create texture within their work. They will answer the question: How can texture be created with just a pencil?	Design and Technology: Children will use their sewing skills to create woodland puppets. They will learn some basic stitches, enabling them to answer the question: How can I join different fabrics?	Art: Children will use painting and collage to create flower pictures. They will explore the work of Georgia O'Keefe as inspiration for their own work and will answer the question: How can we create still life pictures with the materials around us?	They will think about leaders, religion and ritual and will answer the question: Why are there pyramids in the Egyptian desert?	Geography: Children will identify key topical features on a map: hills, mountains, coasts and rivers then explore the local area focusing on fieldwork to observe, measure and record what can be found in Fishponds. They will answer the question: Where does the river flow?	History: Children will find out about the Romans and how their empire stretched across Europe and Northern Africa. They will think about the food the Romans ate and how this impacts on the delicious food we enjoy today! They will answer the question: What did the Romans do for me?
English text: 	English text: 	English text: 	English text: 	English text: 	English text: 
Music Start with playing: adding percussion layers to build texture in our songs.	Music Singing together: how songs are used in communities.	Music Compose and Create: notating and performing using rhythm grids.	Music Playing together: building texture with melody, drone and ostinato.	Music Compose and create: major pentatonic melodies.	Music Singing for performance: holding a second part in rounds and partner songs.
Religious Education Islam: What is the best way for a Muslim to live a good life?	Religious Education Christianity: Has Christmas lost its true meaning?	Religious Education Christianity: Could Jesus heal people? Did he perform miracles or was there some other explanation?	Religious Education Judaism: What is the best way for a Jew to lead a good life?	Religious Education Christianity: What is 'good' about Good Friday?	Religious Education Judaism: How do Jewish beliefs, teaching and stories impact on daily life?

<u>PSHE: Being Me in My World</u> 'Who am I and how do I fit?'	<u>PSHE: Celebrating Difference</u> Respect for similarity and difference. Anti-bullying and being unique	<u>PSHE: Dreams and Goals</u> Aspirations, how to achieve goals and understanding the emotions that go with this	<u>PSHE: Relationships</u> Building positive, healthy relationships	<u>PSHE: Healthy Me</u> Being and keeping safe and healthy	<u>PSHE: Changing Me</u> Coping positively with change
<u>PE</u> Year 3 Dance, Year 4 swimming and Football	<u>PE</u> Year 3 Gymnastics, Year 4 swimming and Hockey	<u>PE</u> Year 3 Fitness, Year 4 swimming and Tag Rugby	<u>PE</u> Year 4 Gymnastics, Year 3 swimming and Cricket	<u>PE</u> Year 4 Yoga, Year 3 swimming and Basketball	<u>PE</u> Year 4 Fitness, Year 3 swimming and Athletics
<u>Computing</u> Creating media – stop frame animation	<u>Computing</u> Creating media – desktop publishing	<u>Computing</u> Branching databases Internet safety	<u>Computing</u> Computing systems and networks – connecting computers	<u>Computing</u> Sequencing Sounds – programming (A)	<u>Computing</u> Events and actions in programs – programming (B)
<u>Modern Foreign Languages - Spanish</u> Aprendo español	<u>Modern Foreign Languages - Spanish</u> Los animales	<u>Modern Foreign Languages - Spanish</u> Los instrumentos	<u>Modern Foreign Language- Spanish</u> Sé... <i>I Know How...</i>	<u>Modern Foreign Languages - Spanish</u> La fruta	<u>Modern Foreign Languages - Spanish</u> Las verduras