






# THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR B 2018-19

YEAR GROUPS: Y3/4

CLASS: Maple



## Curriculum Drivers

<b>Our Place in the World</b> 	<p>In geography, children will learn about landscapes and environments very different to their own.</p> <p>They will consider the impact of our actions on world climate.</p> <p>Children will consider food chains and the fragility of our supporting ecosystems.</p>		<p>Children will learn about the physical and manmade features of a foreign town.</p> <p>We will consider how people live in different parts of the world (France)</p> <p>Children will view a Christian church and consider other places of worship worldwide.</p>		<p>Children will learn about the Romans and their Empire. They will briefly learn about other empires and consider the empires of today.</p> <p>We will learn about our place in society and our rights.</p>	
<b>Inspired Learners</b> 	<p>Children will create carnival music with positivity,</p> <p>They'll develop their individual and team identities through activities in PE.</p> <p>They will learn about inspirational figures, like Jesus and Darwin.</p>		<p>Children will communicate in French with children at a primary school in France.</p> <p>Through hands on experiments, children will learn to see sound. They will manipulate small electric circuits and will apply this learning to a range of practical contexts, potentially lighting up the Eiffel tower.</p>		<p>Our pupils will enjoy learning about the lives of those who've lived in the past. What they ate? What they read? How they got along...</p> <p>We will feast as Romans did to experience a day in their lives.</p> <p>We will present our findings using technology.</p>	
<b>Learning for Life</b> 	<p>Through RE, children will learn to consider different sacred texts and the way they can positively influence our lives with their stories.</p>		<p>Children will learn to build relationships safely using technology.</p> <p>Through RE children will consider the impacts of their friends on their own lives. They'll also learn the importance of storytelling and the morals it gives us.</p>		<p>Children will use artefacts and a range of sources to inspire their learning. Children will research and prepare for their class trip. Children will direct their own research on the romans in topics of their own interest.</p>	
<b>Topics</b>	<b>Rumble in the Jungle (Claws, paws and whiskers)</b>		<b>Oh la la!</b>		<b>Swords &amp; Sandals</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Stunning Start</b>	Footprint hunt		French breakfast morning with		Archaeological dig.	

			parents.			
<b>Fabulous Finish</b>		Class present movie project.  Mountain animals in style of Planet Earth.		Building a skyline of Paris. Eiffel tower photo opportunities!		Mosaic making presentation. Mosaic making workshop with parents.
<b>Visits &amp; Visitors</b>			Visit local church			Flshbourne Roman Palace
<b>English</b>	<b>Non Chronological</b> Story Type: Moral Story Focus: Character	<b>Discussion</b> Story Type: Warning Story Focus: Setting	<b>Instructions</b> Story Type: Portal Story Focus: Action	<b>Instructions</b> Story Type: Defeating the villain Story Focus: Suspense	<b>Explanations</b> Story Type: Wishing Story Focus: Openings and endings	<b>Persuasion</b> Story Type: Journey Story Focus: Plot
<b>Maths</b>	Whiterose Medium Term planning (year 3 and 4 combined)					
<b>Science</b>	Living things, habitats, food chains (y4)		Electricity, Light & Sound (y3)		Plants (y3)	
<b>Computing</b>	4.5 We are co-authors - Producing a wiki		4.1 We are software developers - Developing a simple educational game		3.3 We are presenters - Videoing performance	
<b>Geography</b>	Mountains		European locality – France village Build links to study school and area.			
<b>History</b>					Stone Age to Iron Age (how it leads into Romans)	Romans
<b>DT</b>	Create an animal habitat.		Design Eifel tower		Roman cooking	
<b>Art &amp; Design</b>	<b>Drawing/sketching</b> –texture fur, parts of the animal		<b>Painting</b> – watercolours Monet		<b>Pattern 3d</b> – mosaics tiles	
<b>Languages</b>	iLangauges		iLangauges		iLangauges	
<b>Music</b>	Great Composers: Saint Saens' 'Carnival of the Animals' Mason Bates: Anthology of Fantastic Zoology (Inspired by creatures from Borges' 'Book of Imaginary Beings' (BBC 10 pieces) Elements: Form – timbre Animal compositions		Learn the recorder – Charanga Recorder course  Elements: Form – the shape of compositions /		Great Composers: Vivaldi 'The Four Seasons'  Carl Orff: Carmina Burana – 'O fortuna' Improvising and recording a graphic score. Looking after the voice and singing with increased control Elements: dynamics and tempo.	

	Learn the recorder – Charanga Recorder course				(Charanga link)	
PE	Football Team Building	Netball Gymnastics	Netball / Basketball Dance	Racket Sports Gymnastics	Rounders / Cricket Dance	Athletics Swimming
RE	<p>The Bible. What is it all about? f) teaching and authority- what sacred texts and other sources say about God, the world and human life.</p> <p>Who is Jesus? j) inspirational people- figures from whom believers find inspiration</p>		<p>Who were Jesus' friends? k) religion and the individual- what is expected of a person following a religion or belief? f) teaching and authority- what sacred texts and other sources say about God, the world and human life j) inspirational people- figures from whom believers find inspiration</p> <p>How did Jesus change lives? Why is Easter important to Christians? h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death. k) religion and the individual- what is expected of a person following a religion or belief?</p>		<p>Why is the Qu'ran important to Muslims? Who is Muhammad? f) teachings and authority- what sacred texts and other sources say about God, the world and human life. l) religion, faith and the community- how religious families and communities practise faith.</p> <p>Who is Allah?</p> <p>f) teachings and authority- what sacred texts and other sources say about God, the world and human life. k) religion and the individual- what is expected of a person following a religion or belief? l) religion, faith and the community- how religious families and communities practise faith.</p>	
PSHE	<p>L3 – Rights of every Child (UN – link to France)</p> <p>H10 – Managing Risk (autumn 2 anti-bullying week)</p> <p>R9 – Secrets (autumn 2 anti-bullying week)</p>		<p>H22 – Keeping Safe Online (internet safety day)</p> <p>L1 – Topical concerns (link to France)</p>			

**Plans subject to change and development**