






THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR A 2019-20

YEAR GROUPS: Y3/4 CLASS: Maple



Curriculum Drivers

<p>Our Place in the World</p> 	<p>Children will learn about their responsibilities in the local community and compare to a contrasting British locality.</p> <p>Through English texts and science work, they'll learn about their selves, how they function and their rights.</p>	<p>Children will become familiar with Human Rights, particularly those of the children as they view themselves as global citizens. Our topic work with help us to learn how different invaders and settlers have shaped Britain today.</p>	<p>Children will experience music from around the world and encounter music from Africa. How is it alike? How is it different?</p>
<p>Inspired Learners</p> 	<p>Through our study of Roald Dahl, the children will dress up and cook and put humour and wonder at the heart of their work.</p> <p>They'll be inspired on how to make a difference to their local community.</p>	<p>Children will use divergent thinking to solve problems. (How can I get this bowl off the table without touching it? – magnets) We will start our topic with a trip to the Roman Villas as well as hosting a Roman Food day and a fashion show to parents.</p>	<p>The use of Virtual Reality to bring foreign lands to life!</p> <p>Children will make their own jewellery and artefacts and have the opportunity to showcase it to their peers and parents on class open day.</p>
<p>Learning for Life</p> 	<p>Children will learn about diet and wellbeing and keeping our bodies healthy and strong!</p> <p>Children will learn how to keep safe online.</p> <p>They're also to learn about differences between characters and people.</p> <p>Through our visit to the library children will foster a love of reading and understand how to direct their</p>	<p>Children will learn about textiles and basic sewing skills. We will learn about tolerance and differences within faith (Judaism and Christianity)</p>	<p>Children will visit the River Adur to experience water flow, eco systems and learn about looking after nature.</p> <p>Through PE and Athletics children will set themselves goals and targets, to always push themselves to their best.</p>

	learning.					
Topics	Who Am I?		Swords and Sandals		Temples, Tombs and Treasures	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stunning Start	Revolting Recipes - Cooking - Roald Dahl live lesson		Roman Palace		Paw prints? Time machines? Google Expeditions	
Fabulous Finish		Roald Dahl afternoon. Matilda / BFG		Rainbow Theatre Company		Egyptian Museum Open Day Problem solving / Mysteries
Visits & Visitors	Dentist	Horsham Library Trip based on Roald Dahl books.				River Adur visit
English	Matilda Non Chronological Story Type: Moral Story Focus: Character	BFG Recount Story Type: Wishing Story Focus: Setting	Stone Age Boy Instructions Story Type: Warning Story Focus: Action	Discussion Modern Poetry	The Time-Travellers Cat Egyptology Book? Indiana Jones...? Explanations Story Type: Portal Story Focus: Openings and endings	I am the mummy Heb-Nerfet Tintin-Cigars of the pharaohs. Persuasion Story Type: Journey Story Focus: Plot
Maths	White Rose Autumn Term Yr3/4		White Rose Spring Term Yr3/4		White Rose Summer Term Yr3/4	
Science	Digestive system, teeth,		Magnets – link to recycling		Living things, habitats, food chains	

	skeletons, muscles & nutrients (Making bones and teeth – bone mystery: living things, digestive system tights) Visitor – dentist/ hygienist		Visit/ visitor – Tesla Engineering (manufacture magnets) Make compasses (link to orienteering) States of Matter 10 min investigations – Liquid fireworks and Fizzy colours		Design a seed: living things	
Computing	<ul style="list-style-type: none"> • To type text into different programs and change its style by applying a range of font effects. • To create documents and posters by combining text boxes with inserted images. • To explain the features of a strong password. • To understand how to stay safe when playing computer games. • To use logical reasoning to write simple algorithms explaining the sequence commands should run in. <ul style="list-style-type: none"> • To identify uses of technology beyond school and discuss reasons why they are helpful (e.g. robots and simulations). 		<ul style="list-style-type: none"> • To create a photo collage. • To shoot a digital photo and explore tools to edit it. • To explore a virtual map and compare different viewing options on it. • To program a sequence of actions using timings to create a simple animation. <ul style="list-style-type: none"> • To test, debug and improve programs. 		<ul style="list-style-type: none"> • To create a multimedia e-book combining: text, images voice recordings and shapes. • To compare digital communication methods, including when they are appropriate to use. • To know what electronic mail is and the services offered by an email client. • To write code that includes conditional events (e.g. run commands when objects hit). • To understand how a computer stores data. 	
Geography	UK Human geography study Field work				Physical Geography: Water cycle / River linked to Coasts	
History			Stone Age to Iron Age / Romans		Ancient Egypt (linked)	
DT		FOOD – Seasonality		TEXTILES – design & make a toga		STRUCTURES – Tombs and Pyramids
Art & Design	Drawing – developing line, shape, form and space portrait drawing Artist Andy Warhol		Pattern 3D – Mosaic Tiles Sculpture – clay pot		Painted different media - hieroglyphics (cartouche designs) Artist Alaa Awad http://alaa-awad.com/	
Languages	Year 3 lesson 22 - iLanguages		Continued iLanguages year 4		Continued iLanguages year 4	
Music	Singing in ensemble contexts. Warming up exercise for the voice Untuned percussion compositions Start / Middle / End form to compositions Learn the recorder – Charanga Recorder course		Britten: The Young Person's Guide to the orchestra. Orchestral Instruments Learn the recorder – Charanga Recorder course		World Music: a study of traditional music, songs and stories from Africa. African 'Call and Response' songs – Ella Jenkins African Polyrhythms – Charanga Djembe drumming course Composing using standard notation for rhythm.	

					Elements: Duration / rhythm (Charanga link)	
PE	Netball Team Building- FS	Football Gymnastics	Basketball Dance	Racket Sports Tag Rugby	Rounders/Cricket Swimming	Athletics Swimming
RE	<p>What does it mean to be a Hindu?</p> <p>e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives</p> <p>k) religion, family and community- how religious families and communities practise their faith and the contribution this makes to local life.</p> <p>Why is light an important sign at Christmas?</p> <p>Why are presents given at Christmas?</p>		<p>What does it mean to be a Jew?</p> <p>e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives</p> <p>k) religion, family and community- how religious families and communities practise their faith and the contribution this makes to local life.</p> <p>How do people prepare for Easter?</p> <p>What is Maundy Thursday about?</p> <p>g) worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites.</p> <p>i) symbols and religious expression- how religious and spiritual ideas are expressed.</p> <p>l) religion, family and the community- how religious families and communities practise their faith.</p>		<p>What is the church?</p> <p>g) worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites.</p> <p>i) symbols and religious expression- how religious and spiritual ideas are expressed.</p> <p>l) religion, family and the community- how religious families and communities practise their faith.</p> <p>How is the Christian faith expressed through worship?</p> <p>g) worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites.</p> <p>i) symbols and religious expression- how religious and spiritual ideas are expressed.</p> <p>l) religion, family and the community- how religious families and communities practise their faith.</p>	
PSHE	<p>AUT 1</p> <p>Being Me in My World Ages 8-9</p> <p>1. Becoming a class 'Team'</p> <p>2. Being a school citizen</p> <p>3. Rights, responsibilities and democracy</p> <p>4. Rewards and consequences</p>	<p>AUT 2</p> <p>Celebrating Difference Ages 8-9</p> <p>1. Judging by appearances</p> <p>2. Understanding influences</p> <p>3. Understanding bullying</p> <p>4. Problem solving</p>	<p>SPR 1</p> <p>Dreams and Goals Ages 8-9</p> <p>1. Hopes and dreams</p> <p>2. Broken dreams</p> <p>3. Overcoming disappointment</p> <p>4. Creating new dreams</p> <p>5. Achieving goals</p> <p>6. We did it!</p>	<p>SPR 2</p> <p>Healthy Me Ages 8-9</p> <p>1. My friends and me</p> <p>2. Group dynamics</p> <p>3. Smoking</p> <p>4. Alcohol</p> <p>5. Healthy friendships</p> <p>6. Celebrating my inner strength and</p>	<p>SUM 1</p> <p>Relationships Ages 8-9</p> <p>1. Jealousy</p> <p>2. Love and loss</p> <p>3. Memories</p> <p>4. Getting on and falling out</p> <p>5. Girlfriends and boyfriends</p> <p>6. Celebrating my relationships with</p>	<p>SUM 2</p> <p>Changing Me Ages 7-9</p> <p>1. Family stereotypes (Y3)</p> <p>2. Girls and puberty (Y4)</p> <p>3. Circles of change (Y4)</p> <p>4. Accepting change (Y4)</p> <p>5. Looking ahead</p>

	5. Our Learning Charter 6. Owning our learning charter	5. Special Me 6. Celebrating difference – how we look		assertiveness	people and animals	(Y4)
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Plans subject to change and development