



THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR A 2017-18

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 the function and their rights.</p>	<p>Through Street Child, impact of Victorian era on our rights as children today.</p> <p>Children will become familiar with Human Rights, particularly those of the children as they view themselves as global citizens.</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 on 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)</p> <p>Children will create their own digital media through programming on the Victorians!</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 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.</p> <p>Learning 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?		Manors or Manners?		Temples, Tombs and Treasures	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stunning Start	Revolting Recipes - Cooking		Preston Manor		Paw prints? Time machines? Google Expeditions	
Fabulous Finish		Roald Dahl afternoon. Matilda / Mr Fox		Rainbow Theatre Company - Victoria Children?		Egyptian Musuem Open Day Problem solving / Mysteries
Visits & Visitors		Horsham Library Trip based on Roald Dahl books.	Preston Manor Visit			River Adur visit
English Reorder genres	Matilda Non Chronological Story Type: Moral Story Focus: Character	Fantastic Mr Fox Discussion Story Type: Warning Story Focus: Setting	Lion, the Witch, the Wardrobe. Instructions Story Type: Portal Story Focus: Action	Street Child Instructions Story Type: Defeating the villain Story Focus: Suspense	The Time-Travellers Cat Egyptology Book? Indiana Jones...? Explanations Story Type: Wishing Story Focus: Openings and endings	I am the mummy Heb-Nerfet Tintin-Cigars of the pharaohs. Persuasion Story Type: Journey Story Focus: Plot
Maths						
Science	Animals, including humans (y4) Digestive system, teeth, skeletons, muscles & nutrients		Magnets (y3) States of Matter (y4)		Rocks (y4)	

Computing	3.5 We are communicators - Communicating safely on the internet		3.1 We are programmers - Programming an animation of queen Victoria		4.6 We are meteorologists - Presenting the weather	
Geography	UK Locality Study – Havant -link with year 4 (comparing Thakeham to Havant)				Water Cycle & River, link to coasts (linked)	
History			Victoria and the changing power of monarchs: the changing power of monarchs using case studies such as John, Anne and Victoria <i>non statutory – smaller unit</i>		Ancient Egypt (linked)	
DT	Food – where it comes from, food in the jungle, tropical fruit & comparisons to UK growth		Textiles – design & make a reusable bag		Making jewellery	
Art & Design	Drawing – developing line, shape, form and space portrait drawing artist Andy Warhol		Textiles – Sewing / Cross stitch / backstitch		Pattern, different media - hieroglyphics (cartouche designs)	
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	Football Team Building	Netball Gymnastics	Netball / Basketball Dance	Racket Sports Gymnastics	Rounds/Cricket Dance	Athletics Swimming
RE	What does it mean to be a Hindu? e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives		What does it mean to be a Jew? e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives		What is the church? g) worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites.	

	<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? Why are presents given at Christmas?</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? What is Maundy Thursday about? g) worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites. i)symbols and religious expression- how religious and spiritual ideas are expressed. l)religion, family and the community- how religious families and communities practise their faith.</p>	<p>i)symbols and religious expression- how religious and spiritual ideas are expressed. l)religion, family and the community- how religious families and communities practise their faith.</p> <p>How is the Christian faith expressed through worship? g) worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites. i)symbols and religious expression- how religious and spiritual ideas are expressed. l)religion, family and the community- how religious families and communities practise their faith.</p>
PSHE	<p>L3 – Rights of every Child (UN – link to France)</p> <p>H1/2 – Balanced Lifestyles / Making Choices (positive, neutral and negative consequences)</p> <p>H3 – Balanced Diet</p> <p>H10 – Managing Risk (autumn 2 anti-bullying week) R9 – Secrets (autumn 2 anti-bullying week)</p> <p>R11 – Working collaboratively towards shared goals R 15 Recognizing dares / peer pressure L9 – Importance of Community – What does it mean?</p>	<p>H6 – Feelings? H16 – Habits H22 – Keeping Safe Online (internet safety day) R1 – Recognizing and responding to feelings (link h6) R7 – Recognize actions impact on others R10 – recognizing other people’s feelings and points of view. R12 – Conflict resolution L8 – Alternative points of views to resolve differences.</p> <p>L4 – Rules and Laws (link to Victorians) L10 – Voluntary, community and pressure groups linked to health and wellbeing.</p>	<p>R13 – Similarities and differences between children: family, culture, religions</p> <p>L11 - Appreciate range of national differences</p>

Plans subject to change and development