



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 the 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.</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>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 learning.</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>

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		Bignor Roman Palace		Paw prints? Time machines? Google Expeditions	
Fabulous Finish		Roald Dahl afternoon. Matilda / Mr Fox		Rainbow Theatre Company		Egyptian Musuem Open Day Problem solving / Mysteries
Visits & Visitors		Horsham Library Trip based on Roald Dahl books.				River Adur visit
English	Matilda Non Chronological Story Type: Moral Story Focus: Character	Fantastic Mr Fox Instructions Story Type: Warning Story Focus: Setting	 Discussion Story Type: Portal Story Focus: Action	 Recount Modern Poetry	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	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Fractions and Decimals		Length and Perimeter Time Shape Volume and Capacity (y3) Coordinate (y4) Statistics	
Science	Animals, including humans (y4)		Magnets (y3)		Rocks (y4)	

	Digestive system, teeth, skeletons, muscles & nutrients		States of Matter (y4)			
Computing	3.5 We are communicators - Communicating safely on the internet		3.1 We are programmers - Programming an animation		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			Stone Age to Iron Age / Romans		Ancient Egypt (linked)	
DT		Food – where it comes from, food in the jungle, tropical fruit & comparisons to UK growth		Textiles – design & make a toga		Making jewellery
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)	
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 Gymnastics	Rounders Swimming	Athletics Swimming
RE	What does it mean to be a Hindu?		What does it mean to be a Jew?		What is the church?	

	<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? Why are presents given at Christmas?</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? 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>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>/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)</p> <p>R9 – Secrets (autumn 2 anti-bullying week)</p> <p>R18 anti bullying</p> <p>R11 – Working collaboratively towards shared goals</p> <p>R 15 Recognizing dares / peer pressure</p> <p>L9 – Importance of Community – What does it mean?</p>	<p>R1 – Recognizing and responding to feelings (link h6)</p> <p>R7 – Recognize actions impact on others</p> <p>R10 – recognizing other people's feelings and points of view.</p> <p>R12 – Conflict resolution</p> <p>L8 – Alternative points of views to resolve differences.</p> <p>L4 – Rules and Laws</p> <p>L10 – Voluntary, community and pressure groups linked to health and wellbeing.</p> <p>L3 – Rights of every Child (UN – link to France)</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