



## Curriculum Overview by Year Group - Year 3 and 4

Year A	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Core value</b>	compassion		Empathy and perseverance		Determination and resilience	
<b>Big question</b>	Where in the world is Drybrook? What's the problem with plastic?		Can we fall in love with reading?		Can we become Olympians or paralympians?	
<b>Key Texts</b>						
<b>Trips and experiences</b>	Cheltenham Literture festival	Cinema				
<b>Science</b>	<p>Y3 – Animals including humans Pupils should be taught to: ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y4 Animals including humans Pupils should be taught to: ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>Y3 Rocks Pupils should be taught to: ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ Recognise that soils are made from rocks and organic matter.</p> <p>Y4 states of matter Pupils should be taught to: ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣</p>		<p>Y3 Plants Pupils should be taught to: ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ♣ investigate the way in which water is transported within plants ♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	

		identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
<b>History</b>	Local history study The Roman Empire and its impact on Britain Chedworth Roman villa as a trip		Myans a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900
<b>Geography</b>	<p><b>Locational Knowledge</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Place Knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>Human and Physical Geography</b> Human Geography: Settlements and land use, food water.</p> <p><b>Geographical Skills and Fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (this needs to be progressive).</p>	<p><b>Locational Knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place Knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of North or South America.</p> <p><b>Human and Physical Geography</b> Human and physical – climate zones, biomes, vegetation belts</p> <p><b>Geographical Skills and Fieldwork</b> Locate the countries using maps, atlases Environmental regions use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Plan a field trip to</p> <p><b>Geographical Skills and Fieldwork</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

<b>Music</b>						
<b>Art</b>	<p>Link to History 'The Romans.'</p> <p>Collect ideas and information.</p> <p>PRINTING.</p> <p>Sketching and modifying designs.</p> <p>Printing using polystyrene.</p> <p>Studying pattern from that time.</p> <p>Mosaic designs.</p>		<p>SCULPTURE.</p> <p>Link to science Fossils.</p> <p>Clay pinching and coiling, joining and impressing.</p> <p>Paint.</p>		<p>Link to History 'The Mayans.'</p> <p>DRAWING.</p> <p>Design and their own chocolate bar.</p> <p>Record, review and revisit in sketchbooks.</p> <p>Design wrapper and make the bar.</p> <p>TEXTILES.</p> <p>Sewing or weaving activity.</p>	
<b>DT</b>						
<b>RE</b>	<p><b>2.1 What do Christians learn from the creation story?</b> [Creation]</p> <p><b>Make sense of belief:</b> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p><b>Understand the impact:</b> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</p>	<p><b>Unit L2.7 What do Hindus believe that God is like?</b> [Brahman/atman]</p> <p><b>Make sense of belief:</b> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu <i>murtis</i> express about God</p> <p><b>Understand the impact:</b> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship</p> <p><b>Make connections:</b> Raise questions and suggest answers about whether it is</p>	<p><b>Unit L2.2 What is it like for someone to follow God?</b> [People of God]</p> <p><b>Make sense of belief:</b> Make clear links between the story of Noah and the idea of covenant</p> <p><b>Understand the impact:</b> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p><b>Make connections:</b> Make links between the story of Noah and how we live in school and the wider world.</p>	<p><b>Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?</b> [Salvation]</p> <p><b>Make sense of belief:</b> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week</p> <p><b>Understand the impact:</b> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways</p>	<p><b>Unit L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]</b></p> <p><b>Make sense of belief:</b> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p><b>Understand the impact:</b> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p><b>Make connections:</b></p>	<p><b>Unit L2.4 What kind of world did Jesus want?</b> [Gospel]</p> <p><b>Make sense of belief:</b> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p><b>Understand the impact:</b> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p><b>Make connections:</b> Make links between the importance of love in the Bible stories studied and life</p>

	Describe how and why Christians might pray to God, say sorry and ask for forgiveness  <b>Make connections:</b> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.		<b>Make connections:</b> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other	in the world today, giving a good reason for their ideas.
<b>Computing</b>						
<b>Spanish</b>	Reading Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes labels on familiar objects, the date  Writing Write or copy a simple words or symbols correctly – e.g. personal information such as age, numbers, colours, objects  Cultural understanding Understand and respect different people and places in the world. Understand that some people speak a different language to my own.	Reading Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes labels on familiar objects, the date  Writing Write or copy a simple words or symbols correctly – e.g. personal information such as age, numbers, colours, objects  Cultural understanding Understand and respect different people and places in the world. Understand that some people speak a different language to my own.	Reading Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes labels on familiar objects, the date  Writing Write or copy a simple words or symbols correctly – e.g. personal information such as age, numbers, colours, objects  Cultural understanding Understand and respect different people and places in the world. Understand that some people speak a different language to my own.	Reading Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes labels on familiar objects, the date  Writing Write or copy a simple words or symbols correctly – e.g. personal information such as age, numbers, colours, objects  Cultural understanding Understand and respect different people and places in the world. Understand that some people speak a different language to my own.		
	Phonics, cognates, names, greetings, praise words.	Classroom language, objects. Veo Veo song. Los Fuegos de Valencia.	Animals, colours, adjectives Song 'De que color es?'	Numbers, days of the week, colour Learn the numbers song Link in with Geography	Numbers, months, dates of birth Study cultural events of Spain.	Revision of leaning so far. Link with History (Myans)

	Day of the Dead cultural study.	Christmas in Spain. Reyes, Tio Caga. Cultural study				
<b>PSHE</b> <b>Statutory</b> <b>Revision</b> <b>RSE</b>	<ul style="list-style-type: none"> <li>To learn why and how rules and laws that protect themselves and others are made and enforced.</li> <li>To understand that everyone has human rights.</li> <li>To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</li> <li>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> </ul>	<ul style="list-style-type: none"> <li>To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</li> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>To think about the lives of people living in other places, and people with different values and customs.</li> <li>To learn about the role money plays in their own and others' lives, including how to manage their</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and respond appropriately to a wider range of feelings in others.</li> <li>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or 'share a secret'.</li> <li>To learn to recognise and manage 'dares'.</li> <li>To recognise what constitutes a positive, healthy relationship.</li> <li>To judge what kind of physical contact is</li> </ul>	<ul style="list-style-type: none"> <li>To learn that their actions affect themselves and others.</li> <li>To learn that differences and similarities arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</li> <li>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise</li> </ul>	<ul style="list-style-type: none"> <li>To recognise opportunities to make their own choices about food/ a balanced diet.</li> <li>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</li> <li>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision).</li> <li>To deepen understanding of good and not so good feelings (revision).</li> </ul>	<ul style="list-style-type: none"> <li>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</li> <li>To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact.</li> <li>To develop strategies for keeping physical and emotionally safe –including online safety.</li> <li>To differentiate between the terms 'risk', 'danger' and 'hazard'.</li> <li>To recognise when and how to ask for</li> </ul>

	<ul style="list-style-type: none"> <li>To appreciate the range of national, regional, religious and ethnic identities in the UK.</li> </ul>	<p>money and about being a critical consumer (revision).</p> <p>To develop an initial understanding if the concepts of 'interest', 'loan', 'debt', and 'tax'.</p>	<p>acceptable/unacceptable and how to respond (revision).</p>	<p>their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</p>	<ul style="list-style-type: none"> <li>To learn about change, including transitions, loss, separation, divorce and bereavement.</li> </ul>	<p>help and develop the skills to ask for help.</p>
<b>PE</b>						
<b>Notable dates</b>	<p>National Poetry Day (3rd October – 25th Anniversary)</p> <p>World Clean-up Day (21st September)</p> <p>Parents evening</p>	<p>Halloween Bonfire night</p> <p>Christmas and other celebrations around the world</p> <p>Anti-bullying week (11th – 15th November)</p> <p>Festival of Remembrance (9th November)</p> <p>Children in Need (15th November)</p> <p>PTFA Christmas Fair</p> <p>R and KS1 Nativity</p> <p>Christmas carols</p> <p>Diwali: October/November</p> <p>Barvember: November</p> <p>Hanukkah: December</p>	<p>Chinese New Year Safer</p> <p>Internet Day (11th February)</p>	<p>INSET – 24th and 25th Feb (curriculum and wellbeing)</p> <p>Hindu festival of Holi (9th March – festival of colours)</p> <p>World Book Day (5th March)</p> <p>International Women's Day (8th March)</p> <p>Drybrook Dance Festival (TBC – 27th March?)</p> <p>Open morning for parents to showcase learning (TBC)</p> <p>Parents evening – 31st and 1st April</p>	<p>Shakespeare day (23rd April)</p> <p>On Your Feet Britain (26th April)</p> <p>SATs week KS2/SATs Month</p> <p>KS1/Phonics/EYFS profile/times table test (May/June)</p> <p>National Environment Day (5th June)</p> <p>World Ocean Day (8th June)</p>	<p>Sports Day</p> <p>BNF Healthy Eating Week (10th – 14th June)</p> <p>World Clean Air Day (20th June)</p> <p>June/July: Eid al-Fitr</p> <p>Tokyo Olympics and Paralympics (24th July – 9th August and 25th August - 6th September)</p> <p>Leavers service</p>