

## Curriculum Overview Y3/Y4 2021\_22

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Leif Erikson - Voyage of Discovery</b>		<b>Levison Wood - Survival</b>		<b>Kira Salak - Gorillas in the Mist</b>	
<b>Science</b>	<p><b>Electricity</b> Creating and drawing simple circuits, making switches and investigating the best electrical conductors.</p> <p><b>States of Matter</b> A study of the three different states of matter and how to use thermometers. Enquiry into changing between matters and investigating air as an example of a gas. Studying the water cycle.</p>		<p><b>Living Things and their Habitats</b> Exploring how humans have impacted on the environment and how this affects animals.</p> <p><b>Animals including Humans</b> The digestive system. Food chains. Teeth and health.</p>		<p><b>Sound</b> Investigating how well sound travels through different materials and discovery of how instruments make sounds, including how to change pitch and loudness.</p>	
<b>History</b>	<p><b>Chronology</b> Studying where the Vikings fit in the timeline of History. What came before and what came after?</p> <p><b>Historical Enquiry</b> Using a range of sources in their study to develop an understanding of what it was like during the Viking period.</p> <p><b>Historical Knowledge</b> Learning about life during the Viking period. Such as studying trade links, life style and land and sea battles. Learning about advances in technology during the Viking period - E.g. longboats.</p> <p><b>Then to Now</b> Discussing and relating the Viking period to our lives today. How have our lives been influenced by the Vikings?</p>					
<b>Geography</b>			<p><b>Locational Knowledge</b> Locating where the Himalayas are on a map. Locating Asian countries.</p>		<p><b>Knowledge</b> Studying how landscapes around the world differ to our local area. Plotting locations on a map.</p>	

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		<p><b>Place Knowledge</b> Using Google Earth, look at the landscape and how it differs to our local area.</p> <p><b>Human and Physical Geography</b> Learning about rivers in the Himalayas- such as the Ganges. Studying earthquakes.</p>	<p><b>Locational Knowledge</b> Map Skills - Locating the equator and discovering how it affects the climate.</p> <p><b>Physical Geography</b> Lakes - E.g. Lake Tanganyika. Landscapes - Studying the physical terrain of places such as the Serengeti and comparing to the local area. Mountains - Studying Mount Kilimanjaro.</p> <p><b>Geography Skills and Fieldwork</b> Fieldtrip to a local lake to study wildlife.</p>
<b>Computing</b>	<b>Online Safety</b> - Fake News.	<b>Digital Technology</b> - Presentation Software.	<b>Information Technology</b> - Networks and the Internet.
<b>Art</b>	<p><b>Sketching and Drawing</b> Life drawings of plants and trees.</p> <p><b>3D Art</b> Creating a Viking Brooch.</p>	<p><b>Sketching/Drawing</b> Sketching landscapes and comparing local landscapes to the Himalayas.</p> <p><b>Painting</b> Painting rivers and focussing on blending colours.</p> <p><b>Artist Study</b> Study Himalayan artwork and use this as a basis for their own pieces of art.</p> <p><b>Sculpture</b> Make their own Himalayan art inspired sculptures from modelling clay.</p>	<p><b>Artist Study</b> Gary Hodges, wildlife art.</p> <p><b>Painting</b> Watercolours</p> <p><b>Sculpture</b> Papier Mache modelling.</p>
<b>DT</b>	<p><b>Design</b> Longboats, Viking shields, a settlement, a statue.</p> <p><b>Make</b> Making their designs and following their plans.</p> <p><b>Evaluate</b> Evaluating their own work and that of others in the class.</p> <p><b>Cooking and Nutrition</b> Sampling European food</p>	<p><b>Design</b> Designing a tower construction that could withstand an earthquake!</p> <p><b>Make</b> Building a tower which can stand up during an 'earthquake'- Jelly base, spaghetti and marshmallow structure.</p> <p><b>Evaluate</b> Evaluating their own work and that of others in the class.</p> <p><b>Cooking and Nutrition</b> Learning about how food sources depend on the season.</p>	<p><b>Design</b> Structures such as a mini-raft. Designing an outfit to be made from textiles.</p> <p><b>Make</b> Making their designs and following their plans. Needle work.</p> <p><b>Evaluate</b> Evaluating their own work and that of others in the class.</p> <p><b>Technical Knowledge</b> Applying their knowledge of how to, for example, strengthen and stiffen their rafts.</p>
<b>Music</b>	Derbyshire Music Partnership - Wider Opportunities - Brass Instruments		

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<b>RE</b>		What do different people believe about God?	Why is the Bible so important for Christians today?	Why is Jesus inspiring to some people?	Why do people pray?	Why are festivals important to religious communities? Why do some people think that life is a journey and what significant experiences mark this?
<b>PE</b>	Invasion Games		Dance		Net and Wall	
<b>PSHE/RSE</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me