

Curriculum Overview Year 3 and 4 2024-2025

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ed Stafford - Walking the Amazon		Ernest Shackleton		Nelly Bly - Around the World in 72 days	
Science	<p>Rocks Describing rocks, comparing properties, considering different types of soil and discovering how fossils are formed in sedimentary rocks. Geography link: Finding signs of erosion.</p> <p>Light Including light sources, reflection, transparency of materials, darkness being the absence of light and investigating shadows.</p>		<p>Forces and Magnets Identifying pushes and pulls, repulsion by magnetic forces and discovering which materials are magnetic.</p>		<p>Plants A study of the parts of flowering plants and their functions, conditions which affect plant growth and the plant life cycle.</p> <p>Animals including Humans A study of how to keep a healthy body including a close study of bones, muscles and joints.</p>	
History	<p>Changes in Britain from the Stone Age to the Iron Age Chronology Studying where the Stone Age, Bronze Age & Iron Age fits in the timeline of History, the distinction between the Paleolithic, Mesolithic, and Neolithic periods.</p> <p>Historical Enquiry Develop an understanding of what everyday life was like during the Stone Age including shelter, clothes, food, and tools of Paleolithic people. Understanding technological advances during the Mesolithic period, the development of more advanced tools, changes in hunting practices, and the beginnings of settled life. Learning about Stone Age art and culture, cave paintings, rituals and beliefs.</p> <p>Historical Knowledge Learning about late Neolithic hunter-gathers and early farmers. Study of the shift to agriculture, including domestication of</p>				<p>Chronology Studying the Victorian era. What came before? What came after? Studying the chronology of transport - How has the way we get around changed over time?</p> <p>Historical Enquiry Using a range of sources to uncover what life was like during the Victorian era.</p> <p>Historical Knowledge Learning about the industrial revolution and the development of the first railways. Learning about what life would have been like for Nellie Bly in the Victorian time period.</p> <p>Then to Now How have people's rights changed between Victorian times and now?.</p>	

	animals and establishment of permanent settlements like Skara Brae.		
Geography	Physical & Human Geography Looking at The Amazon, features of rivers and rainforests, food sources and effects of deforestation on local people.	<p>Place Knowledge Learning about the North and South Poles. Comparing the terrain of the Antarctic with the UK. Locating small inhabitable islands - why is there no human life there?</p> <p>Locational Knowledge Locating the Arctic and Antarctic circle. Studying locations Shackleton planned to visit. Locating countries near to Elephant Island.</p> <p>Physical Geography Water - Studying seas and oceans. Weather - Studying extreme weather conditions and how animals and humans have adapted to living in them. Volcanoes - Learning about volcanoes.</p> <p>Geography Skills and Fieldwork Studying compass points - how would Shackleton have known where he was going?</p>	<p>Locational Knowledge Locating the countries that Nellie Bly travelled through and plotting her route.</p> <p>Physical and Human Geography Learning about the places Nellie Bly visits.</p> <p>Geographical skills Using atlases to locate the countries visited</p>
Computing	Programming - Animations in Scratch	Video Creation - Voiceover Film	Information Technology - Networks and the Internet.
Art	<p>Painting: colour painting skills: introduction to the colour wheel, mixing a range of primary, secondary and tertiary colours, cool and warm colours.</p> <p>Artist Study: Wassily Kandinsky</p> <p>Cave paintings, making clay coil pots, printing, weaving, Stone Age dioramas</p>	<p>Painting: To make use of watercolours to depict a scenic painting of an extreme landscape.</p> <p>Make links to art and music, paying particular focus to art inspired by 'Arctic scenes'.</p>	Artist Study: Georges Seurat - Painting in his style -pointillism.
DT	<p>Design Shelters using natural materials</p> <p>Make Making their designs and following their plans.</p> <p>Evaluate Evaluating their own work and that of others in the class.</p> <p>Cooking and Nutrition Bushcraft</p>	<p>Design 'Endurance' boat for a trip to Antarctica</p> <p>Make Build boat</p> <p>Evaluate Test boat's structure by floating on water and adding small weights - will it stay afloat? How could it have been made better?</p> <p>Cooking and Nutrition Designing and baking cakes For Shackleton's return party</p>	<p>Design An Eiffel Tower Structure</p> <p>Make Construct a model Eiffel Tower</p> <p>Evaluate Evaluating designs and suggest improvements that could be made to enhance functionality</p> <p>Cooking Prepare and taste traditional French Food</p>

Music	Derbyshire Music Partnership - Wider Opportunities - Violin					
PE	Football, Fitness Swimming		Gymnastics, Hockey, Fundamentals Swimming		Athletics, Rounders Swimming	
RE	What do people believe about God?		Why is the Bible important to Christians today?		What does it mean to be a Hindu in Britain today?	
PSHE/RSE	<p>Being Me in my World I know my attitudes and actions make a difference to the class team.</p> <p>I understand who is in my school community, the roles they play, how I fit in and how I can contribute.</p> <p>I understand how democracy works through the School Council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>Celebrating difference I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I can question why I think what I do about other people.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I can problem-solve a bullying situation with others.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I can explain why it is good to accept</p>	<p>Dreams and Goals I can tell you about some of my hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p>	<p>Healthy Me I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons</p>	<p>Relationships I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify someone I love and can express why they are special to me.</p> <p>I understand that we can remember people even if we no longer see them.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</p>	<p>Changing Me I appreciate that I am a truly unique human being.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>I understand what responsibilities there are in parenthood and the joy it can bring.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p>

		people for who they are.		<p>some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	I know how to show love and appreciation to the people and animals who are special to me.	
Spanish	<p>RECAP - Aprendo español</p> <ul style="list-style-type: none"> • Pinpoint Spain and other Spanish speaking countries on a map of the world. • Ask and answer the question 'How are you?' in Spanish. • Say 'Hello' and 'Goodbye' in Spanish. • Ask and answer the question 'What is your name?' in Spanish. • Count from 1-20 in Spanish. • Say 10 colours in Spanish. <p>Phonemes: 'CH', 'J', 'Ñ', 'LL' and 'RR</p>	<p>La fecha</p> <ul style="list-style-type: none"> • Recognise and recall the 7 days of the week in Spanish. • Recognise and recall the 12 months of the year in Spanish. • Recognise and recall numbers 1-31 in Spanish. • Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. • Ask and answer the question '¿Cuándo es tu cumpleaños?' 	<p>¿Tienes una mascota?</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y 	<p>Las verduras</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular 	<p>Recites de Oro y los tres osos</p> <ul style="list-style-type: none"> • Listen attentively to a story and recognise, understand and remember more of the new language. • Increase memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. • Increase thinking and reasoning skills in Spanish, identifying strategies to use in 	<p>Los helados</p> <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub

		(When is your birthday?) in Spanish.	("and") or pero ("but"). Phonemes: 'CA', 'CE', 'CI', 'CO' and 'CU	vegetable or selection of	the future for memorising new words and phrases. <ul style="list-style-type: none">• Attempt to spell in Spanish.	
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