

## Year 3/4 New Curriculum Overview

Year	Autumn	Spring	Summer
<b>A</b>	<p style="text-align: center;"><b>CENTRAL AND SOUTH AMERICA (RAINFOREST)</b></p> <p><b>Educational Visit</b> – Outside Agency into school, Zoolab.</p> <p><b>Geography</b> <i>Children will use maps, atlases, globes and digital/computer mapping to locate countries and capital cities within Central and South America. They will use terms such as latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</i> <i>Children will investigate and learn about the structure of the rainforest and how it supports a variety of wildlife.</i></p> <p><b>History</b> <i>Children will find out about the aspects of Mayan civilisation, such as architecture, religions, cultural activities, dress, occupations and food.</i></p>	<p style="text-align: center;"><b>ANGLO-SAXONS AND VIKINGS</b></p> <p><b>Educational Visit</b> – Yorvik Centre</p> <p><b>History</b> <i>Children will identify the Anglo-Saxon and Viking periods on a timeline, identify who they were and where they came from. They will understand the terms invaders and settlers and look closely at the attack of the monasteries at Lindesfarne. They will also use artefacts to learn about Anglo-Saxon and Viking life.</i></p> <p><b>Art</b> <i>Dragon collage – linked to our Viking topic the children will create a dragon using different collage techniques.</i></p> <p><b>Science</b> <u>Y3 Animals, including humans</u> <i>Children will identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i> <u>Y3 Rocks</u> <i>Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that</i></p>	<p style="text-align: center;"><b>WEATHER</b></p> <p><b>Educational Visit</b> – to be arranged.</p> <p><b>Geography</b> <i>Children will describe and understand key aspects of physical geography, including climate zones, through exploring worldwide weather. They will learn to understand geographical similarities and differences through the study of human and physical geography of different countries throughout the world.</i> <i>Children will explore how the weather influences holiday destinations, identify different types of clouds, use the Beaufort scale to observe wind and learn to understand how rainbows are formed?</i></p> <p><b>Art</b> <u>Van Gogh – Seasonal Art</u> <u>Rainbow Art</u> <i>Children will become familiar with primary and secondary colours and use a colour wheel to do this. Linked to our weather topic they will learn the order of the colours of the rainbow and, produce a rainbow backwash using paint. Using their sketch books they will then observe images and sketch a shape that will form a silhouette on top of their backwash.</i></p>

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<p><b>Art</b>  <u>Henri Rousseau – Rainforest Art</u>  <i>Children will learn about the art work of Henri Rousseau (famous for depicting forest scenes) and will use techniques that replicate aspects of his work. They will use line drawings and pastels to complete this unit of work.</i></p> <p><b>DT/Cooking-</b>  <i>Children will taste and identify unusual fruits and find out where they come from and how they are grown. They will then design and make their own ‘unusual’ fruit salad. Children will taste each other’s fruit salads and evaluate the success of each.</i></p> <p><b>Science</b>  <u>Y3 Plants</u>  <i>Children will identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers). They will explore the requirements of plants for life and growth and how they vary from plant to plant. The children will explore the part that flowers play in the life cycle.</i>  <u>Y4 Living things &amp; their habitats</u>  <i>Children will recognise that living things</i></p>	<p><i>have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</i>  <u>Y4 Animals including Humans</u>  <i>Children will describe the simple functions of the basic parts of the digestive system in humans. They will identify the different types of teeth in humans. Children will learn to interpret a variety of food chains, identifying producers, predators and prey.</i>  <u>Electricity</u>  <i>Children will identify common appliances that run on electricity. They will construct simple electrical circuits, identifying and naming its basic parts (cells, wires, bulbs, switches and buzzers). They will identify whether or not a lamp will light in a simple series circuit, recognise that a switch opens and closes a circuit and recognise some common conductors and insulators.</i></p> <p><b>PSHE</b>  <i>Children will discuss emotions and relationships and look at diversity within Britain and beyond.</i></p> <p><b>Music</b>  <i>Children will learn and sing a variety of Viking songs to perform as part of a group. Children will listen to pieces of music and identify the different characters within them.</i></p> <p><b>Computer Programming -</b></p>	<p><b>DT</b>  <u>Wind socks</u>  <i>Children will look at the purpose of a wind sock and current designs. They will test various materials for their suitability such as their resistance to water and resilience to the outdoor elements. They will then use this knowledge to design and make their very own windsock. Children will then evaluate their final product.</i></p> <p><b>Science</b>  <u>Y3 Light</u>  <i>Children will recognise that they need light in order to see things and that dark is the absence of light. They will notice that light is reflected from surfaces. Children will recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will recognise that shadows are formed when the light from a light source is blocked by a solid object. The children will find patterns in the way that the size of shadows change.</i>  <u>Y3 Forces and Magnets</u>  <i>Children will compare how things move on different surfaces. They will notice that some forces need contact between two objects, but magnetic forces can act at a distance. They will observe how magnets attract or repel each other and attract some materials and not others. The</i></p>
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<p><i>can be grouped in a variety of ways, Rainforest creatures will be included in this work. They will find out how to use classification keys to identify and group living things. They will learn about the impact that changing environments have on living things, in particular the dangers this can pose.</i></p> <p><b>PSHE</b> <i>Children will learn about Keeping Safe including bullying, e-safety and road safety. They will learn about Being Healthy including diet, exercise and hygiene.</i></p> <p><b>Music –</b> <i>Children will listen to the sounds of the rainforest and will use these as an inspiration for their own musical compositions. They will use musical notation to record these compositions using appropriate musical terms. Children will work individually and in groups. Children will learn ‘The Layers of the Rainforest’ song and perform this for others.</i></p> <p><b>Computer Programming –</b> <i>Y3 We are programmers –Children will</i></p>	<p><i>Y3 We are presenters – Children will learn to shoot and edit a video.</i> <i>Y3 We are network engineers – Children will find out how the school network works.</i> <i>Y4 We are musicians – Children will learn to produce digital music.</i> <i>Y4 We are HTML editors –Children will learn to edit and write html.</i></p> <p><b>MfL – Spanish</b> <i>Children will begin to build up their knowledge of every day words in Spanish and find out about aspects of Spanish life.</i></p> <p><b>RE</b> <u>Christian Beliefs and Lifestyles</u> <i>Children will read and interpret a variety of parables, understand their meaning and re-tell them through drama. They will explore their ideas about God through pictures and drawings. Children will learn about the Holy Trinity and the Ten Commandments.</i> <u>What do the Easter celebrations mean for Christians?</u> <i>Children will describe the story of Jesus from his entry into Jerusalem to the resurrection, name the symbols of bread and wine from the Last Supper, understand the basic beliefs about Jesus’ death and resurrection and understand why the cross is a significant symbol for Christians.</i></p>	<p><i>children will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They will describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing.</i></p> <p><u>Y4 States of Matter</u> <i>Children will compare and group materials according to whether they are solids, liquids or gases. Children will observe how materials change state when they are heated or cooled and measure or research the temperature at which this happens.</i></p> <p><u>Y4 Sound</u> <i>Children will identify how sounds are made and recognise that vibrations from sound travels through a medium to the ear. They will find patterns between the pitch of a sound and features of the object that produced it. They will also find patterns between the volume of a sound and the strength of the vibrations that produced it. Children will recognise that sound gets fainter as the distance from the source increases.</i></p> <p><b>PSHE</b> <i>Children will learn about the local community, financial well-being and transition.</i></p> <p><b>Music</b> <i>Weather and Seasons – Children will develop</i></p>
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<p><i>learn to program an animation.</i></p> <p>Y3 We are bug fixers – <i>Children will find and correct bugs in programs.</i></p> <p>Y4 We are software developers – <i>children will design a computer game for younger children.</i></p> <p>Y4 We are toy designers – <i>children will create an interactive toy.</i></p> <p><b>MfL – Spanish</b> <i>Children will begin to build up their knowledge of every day words in Spanish and find out about aspects of Spanish life.</i></p> <p><b>RE</b> Christian Belief and Lifestyle – <i>Children will learn about the importance of the church and the objects within it. They will visit a local church and find out about the meaning of objects used. Children will learn about how Christians worship and closely study The Lord’s Prayer.</i></p> <p>Christian Journeys – <i>Children learn about significant events connected with the journeys made around the Nativity.</i></p> <p><b>Outdoor Games</b> Y3 Tag Rugby. <i>Children will learn to throw and catch with control whilst gaining an understanding of the rules of</i></p>	<p><b>Outdoor Games</b> Y3 Hockey – <i>Children will learn how to hold a hockey stick properly and learn to shoot, dribble and pass. They will move in different speeds and directions in a game situation.</i></p> <p>Y3 Outdoor Adventure – <i>Children will learn how to follow a map in a familiar context, use clues to follow a route and follow a route safely.</i></p> <p>Y4 Football – <i>Children will learn to accurately pass, receive and dribble a ball. They will learn the basic rules of the game of football and vary tactics and adapt their skills depending on game situations.</i></p> <p>Y4 – Outdoor Adventure – <i>Children will learn to follow a map in a demanding familiar context, continue to develop their map skills and follow a route within a time limit.</i></p> <p><b>Indoor PE</b> Y3 Gymnastics -Stretching, Curling and Arching - <i>Children will explore travelling in curled up and stretched out shapes thinking about different directions and levels.</i></p> <p>Y4 Gymnastics – Receiving body weight - <i>Children will explore how different body parts can transfer and receive body weight. After creating sequences they will evaluate their peer’s work.</i></p> <p>Y3 and 4 Dance – Vicious Vikings. <i>Children will work in small groups to compose a routine to portray the daily life of a Viking Warrior. The final performance will be to ‘The Dance of the</i></p>	<p><i>their ability to recognise how sound sources can be used expressively and be combined to create music in response to the weather and the seasons. Children will explore how sounds can be changed, combined and organised to create class and group compositions. They will respond to stimuli by the weather and explore ways in which sound can be used expressively. Children will be introduced to the music of the Baroque period and to the genre of the solo concerto focusing on “The Four Seasons” by Vivaldi.</i></p> <p><b>Computer Programming –</b> Y3 We are communicators – <i>Children will learn to collaborate by email and teleconference.</i></p> <p>Y3 We are opinion pollsters – <i>Children will create a survey and analyse results.</i></p> <p>Y4 We are co-authors – <i>Children will learn to produce a wiki.</i></p> <p>Y4 We are meteorologists – <i>Children will record and analyse weather data.</i></p> <p><b>MfL – Spanish</b> <i>Children will begin to build up their knowledge of every day words in Spanish and find out about aspects of Spanish life.</i></p> <p><b>RE</b> Beautiful World/Wonderful God – <i>Children will read and interpret stories in the bible including</i></p>
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<p>rugby. Y3 Netball. <i>Children will improve the accuracy of their throwing and catching whilst also developing their use of space to gain advantage for their team.</i> Y4 Tennis. <i>Children will learn to hit a ball accurately and with control using the backhand and forehand stroke. Children will begin to learn the scoring system for tennis.</i> Y4 Netball. <i>Children will learn tactics to help keep possession of the ball and will develop a greater understanding of the rules of the game.</i></p> <p><b>Indoor PE</b> Y3 Gymnastics Symmetry and Asymmetry - <i>Children will use balance to show symmetrical and asymmetrical shapes by taking weight on different combinations of body parts.</i> Y4 Balance -<i>Children will use body parts to balance on varying levels and will move in and out of them at different speeds. They will work in pairs and small groups to make sequences incorporating balances.</i> Y3 and 4 Dance - <i>Children will learn dance routines for their Christmas Performance.</i></p>	<p><i>Knights' by Prokofiev from the Ballet, Romeo and Juliet.</i></p>	<p><i>the Creation and Adam and Eve. They will understand the importance of actively caring for our Beautiful World.</i> Muslim Belief and Lifestyle – <i>Children will learn about what Muslims believe about God and describe Allah's characteristics. Children will relate their experiences of how to live their lives with Muslim belief in the importance of the Qur'an in determining behaviour.</i></p> <p><b>Outdoor Games</b> Y3 Kwik Cricket – <i>Children will learn the rules of kwik cricket whilst developing striking and fielding techniques.</i> Y3 Athletics – <i>Children will develop their running, throwing and jumping skills through a variety of athletic events.</i> Y4 Rounders – <i>Children will learn to hit a ball with increasing control and accuracy and develop their throwing and catching skills within the game of rounders.</i> Y4 Athletics – <i>Children will continue to develop their running, throwing and jumping skills through a range of athletic event including hitting a target.</i></p> <p><b>Indoor PE</b> Y3 and 4 – <i>Swimming. Children will learn essential water safety skills. Non-swimmers will be supported in developing confidence in the</i></p>
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<b>B</b>	<p style="text-align: center;"><b>ANCIENT GREECE</b></p> <p><b>Educational Visit</b> – The Collection Museum in Lincoln.</p> <p><b>History</b> Children will carry out a study of Greek life and achievements and will research the Ancient Greece influence on the Western World.</p> <p><b>Geography</b> Children will use maps, atlases, globes and digital/computer mapping to locate countries and capital cities Greece.</p> <p><b>Art</b> Greek repeating patterns Paper mache Greek pots The children will: -recognise art from different cultures. -sculpt clay and other mouldable materials. - recognise and explain the features of art from different historical periods.</p> <p><b>DT</b> <u>Making sandals</u> Children will research and develop design criteria to inform the design of innovative, functional, appealing products which are</p>	<p style="text-align: center;"><b>VOLCANOES AND EARTHQUAKES</b></p> <p><b>LOCAL HISTORY STUDY</b> – The Tudors <b>Educational Visit</b> – Gainsborough Old Hall</p> <p><b>Geography</b> The children will describe and understand the key aspects of the physical geography of volcanoes and earthquakes.</p> <p><b>History</b> The children will take part in a depth study linked to The Tudors and Gainsborough Old Hall. They will research what life was like in Tudor times and locate the Tudor period on a time-line. The children will learn about Henry VIII’s visit to GOH and understand the significance of the old hall throughout 550 years of history through the eyes of its royal famous visitors.</p> <p><b>Art</b> Tudor – portraits inspired by Holbein. The children will: -show facial expressions and body language in their art. -use marks and lines to show texture. -use line, tone, shape and colour to represent figure and forms in movement. -use sketches to produce a final piece of art. -use different grades of pencil to shade and to show</p>	<p style="text-align: center;"><b>LOCAL GEOGRAPHY STUDY - Coasts</b></p> <p><b>Educational Visit</b> – to be arranged.</p> <p><b>Geography</b> Children will: - 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. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - 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><b>Art</b> <u>Observational drawing of seaside objects (e.g. shells, seaweed etc)</u> <u>Famous sculptures – Anthony Gormley, Henry Moore, Barbara Hepworth – Andy Goldsworthy</u></p>

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<p><i>fit for purpose. They will create sandals out of materials available to the Ancient Greeks.</i></p> <p><i>The children will understand that the Ancient Greeks had simple resources available to them and that they made sandals which were fit for purpose out of those available resources.</i></p> <p><i>They will create a sandal out of leather/thick material and straps and consider this question: Are these sandals fit for purpose?</i></p> <p><b>Cooking</b> <u>Greek food</u> <i>The children will learn about and understand what food the Ancient Greeks would have eaten and the processes involved in making it.</i></p> <p><i>They will consider why they ate these foods and what ingredients were available to them at the time</i></p> <p><i>They will make food typical of the Ancient Greeks.</i></p> <p><i>They will express daily life of the Ancient Greeks through whole class role-play, dressing up and feasting.</i></p> <p><b>Science</b></p>	<p><i>different tones and textures.</i></p> <p><i>-recognise and explain the features of art from different historical periods.</i></p> <p><b>DT</b> <u>Tudor tapestry</u> <i>The children will:</i></p> <ul style="list-style-type: none"> <li><i>-develop needle work skills.</i></li> <li><i>- design a product that meets set criteria.</i></li> <li><i>-choose a textile for both its suitability and its appearance.</i></li> <li><i>- persevere and adapt my work when my original ideas do not work.</i></li> </ul> <p><b>Cooking</b> <u>Tudor banquet</u> <i>The children will make a variety of Tudor inspired dishes.</i></p> <p><b>Science</b> <u>Y3 Forces &amp; Magnets</u> <i>Children will:</i></p> <ul style="list-style-type: none"> <li><i>- compare how things move on different surfaces</i></li> <li><i>- notice that some forces need contact between two objects and some forces act at a distance</i></li> <li><i>- observe how magnets attract or repel each other and attract some materials and not others</i></li> <li><i>- compare and group together a variety of everyday materials on the basis of whether they are attracted to</i></li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li><i>-create sketch books to record their observations and use them to review and revisit ideas.</i></li> <li><i>-learn about great artists, architects and designers in history.</i></li> <li><i>- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</i></li> </ul> <p><b>DT</b> <u>Wooden Beach Huts</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li><i>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</i></li> <li><i>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></li> <li><i>- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</i></li> <li><i>- select from and use a wider range of materials and components, including construction</i></li> </ul>
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<p><b><u>Y3 Skeletons &amp; Muscles</u></b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b><u>Y3 Rocks</u></b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>- recognise that soils are made from rocks and organic matter.</li> </ul> <p><b><u>Y4 Animals including humans</u></b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in</li> </ul>	<p><i>a magnet, and identify some magnetic materials.</i></p> <ul style="list-style-type: none"> <li>- describe magnets as having two poles</li> <li>- predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b><u>Y4 States of Matter</u></b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- 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)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b><u>PSHE</u></b>  <i>Children will discuss emotions and relationships and look at diversity within Britain and beyond.</i></p> <p><b><u>Music</u></b>  <i>Tudor music appreciation.</i>  <i>The children will:</i></p> <ul style="list-style-type: none"> <li>- use musical words to describe a piece of music and compositions.</li> <li>- use musical words to describe what I like and do not</li> </ul>	<p><i>materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <ul style="list-style-type: none"> <li>- evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b><u>Cooking – healthy picnics (make to take on our seaside trip!)</u></b>  <i>The children will design and make a healthy picnic.</i></p> <p><b><u>Science</u></b>  <b><u>Y3 Plants</u></b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- 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</li> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
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<p><i>humans and their simple functions.</i> - <i>construct and interpret a variety of food chains, identifying producers, predators and prey</i></p> <p><b><u>Y4 Classification</u></b> <i>Pupils should be taught to:</i> - <i>recognise that living things can be grouped in a variety of ways</i> - <i>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i> - <i>recognise that environments can change and that this can sometimes pose dangers to living things.</i></p> <p><b><u>PSHE</u></b> <i>Children will learn about Keeping Safe including bullying, e-safety and road safety. They will learn about Being Healthy including diet, exercise and hygiene.</i></p> <p><b><u>Music</u></b> <b><i>Y3 – Learning about Greek myths through songs and instruments</i></b> – <i>the children will compose melodies and songs, combine different sound to create a</i></p>	<p><i>like about a piece of music.</i></p> <p><b><u>Computer Programming</u></b> – <i>Y3 PowerPoint, Word and Excel ICT skills.</i> <i>Y3 We are presenters – Children will learn to shoot and edit a video.</i> <i>Y3 We are presenters/We are communicators – Children will learn to collaborate by email and teleconference.</i> <i>Y4 - Powerpoint, Excel, Keynote and Publisher ICT skills.</i> <i>Y4 We are HTML editors –Children will learn to edit and write html.</i></p> <p><b><u>MfL – Spanish</u></b> <i>Children will begin to build up their knowledge of every day words in Spanish and find out about aspects of Spanish life.</i></p> <p><b><u>RE</u></b> <b><u>Y3 - Christian Beliefs and Lifestyles</u></b> <i>Children will read and interpret a variety of parables, understand their meaning and re-tell them through drama. They will explore their ideas about God through pictures and drawings. Children will learn about the Holy Trinity and the Ten Commandments.</i> <b><u>Y3 – What made people want to follow Jesus?</u></b> <i>The children will learn about Jesus as a teacher and</i></p>	<p><b><u>Y3 Light</u></b> <i>Children will:</i> - <i>recognise that they need light in order to see things and that dark is the absence of light</i> - <i>notice that light is reflected from surfaces</i> - <i>recognize that light from the sun can be dangerous and that there are ways to protect their eyes</i> - <i>recognize that shadows are formed when the light from a light source is blocked by an opaque object.</i> - <i>find patterns in the way that the size of shadows change.</i></p> <p><b><u>Y4 Electricity</u></b> <i>Children will:</i> - <i>identify common appliances that run on electricity</i> - <i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i> - <i>identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery</i> - <i>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></p>
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<p><i>specific mood or feeling and play clear notes on instruments.</i></p> <p><b>Y4 -Recorders</b> – <i>the children will use notation to represent pitch, record their own composition and explain why silence is often needed in music.</i></p> <p><b>Computer Programming</b> –  <i>Y3 PowerPoint, Word and Excel ICT skills.</i>  <i>Y3 We are bug fixers – Children will find and correct bugs in programs.</i>  <i>Y4 - Powerpoint, Excel, Keynote and Publisher ICT skills.</i>  <i>Y4 We are toy designers – children will create an interactive toy.</i></p> <p><b>MfL</b> – <i>Spanish</i>  <i>Children will begin to build up their knowledge of every day words in Spanish and find out about aspects of Spanish life.</i></p> <p><b>RE</b>  <b>Y3 -Christian Belief and Lifestyle</b> –  <i>Children will learn about the importance of the church and the objects within it. They will visit a local church and find out about the meaning of objects used.</i>  <i>Children will learn about how Christians</i></p>	<p><i>leader in his own time, and today. They will listen to stories about Jesus as teacher, healer, leader and life changer. They will consider questions such as: What made Jesus a leader? How did the Christian religion grow up from Jesus’ example?</i></p> <p><b>Y4 – Religion in the neighbourhood</b>  <i>The children will study local Christian and other religious communities, compare with another neighbourhood in another part of the country. Lincolnshire has few religious communities other than Christian ones: this unit will allow the children to discover the similarities and differences between our lives and the lives of children from another religion and another part of the country?</i></p> <p><b>Y4 - What do the Easter celebrations mean for Christians?</b>  <i>Children will describe the story of Jesus from his entry into Jerusalem to the resurrection, name the symbols of bread and wine from the Last Supper, understand the basic beliefs about Jesus’ death and resurrection and understand why the cross is a significant symbol for Christians.</i></p> <p><b>Outdoor Games</b>  <i>Y3 Hockey – Children will learn how to hold a hockey stick properly and learn to shoot, dribble and pass. They will move in different speeds and directions in a game situation.</i>  <i>Y3 Outdoor Adventure – Children will learn how to</i></p>	<p><i>- recognise some common conductors and insulators, and associate metals with being good conductors.</i></p> <p><b>Y4 Sound</b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li><i>- identify how sounds are made, associating some of them with something vibrating</i></li> <li><i>- recognise that vibrations from sounds travel through a medium to the ear</i></li> <li><i>- find patterns between the pitch of a sound and features of the object that produced it</i></li> <li><i>- find patterns between the volume of a sound and the strength of the vibrations that produced it.</i></li> <li><i>- recognise that sounds get fainter as the distance from the sound source increases</i></li> </ul> <p><b>PSHE</b>  <i>Children will learn about the local community, financial well-being and transition.</i></p> <p><b>Music</b> – <u><i>Seaside compositions.</i></u>  <i>The children will:</i></p> <ul style="list-style-type: none"> <li><i>-use different elements in their composition.</i></li> <li><i>-learn and perform simple compositions on a</i></li> </ul>
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## Year 3/4 New Curriculum Overview

<p>worship and closely study <i>The Lord's Prayer</i>.</p> <p><b>Y3 - Christian Journeys</b> – Children learn about significant events connected with the journeys made around the Nativity.</p> <p><b>Y4 – Hindu Beliefs and Lifestyle</b> – Children will be introduced to Hinduism by exploring ways in which Hindus worship and finding out why worship is important to the Hindu community.</p> <p><b>Outdoor Games</b></p> <p><b>Y3 Tag Rugby.</b> Children will learn to throw and catch with control whilst gaining an understanding of the rules of rugby.</p> <p><b>Y3 Netball.</b> Children will improve the accuracy of their throwing and catching whilst also developing their use of space to gain advantage for their team.</p> <p><b>Y4 Tennis.</b> Children will learn to hit a ball accurately and with control using the backhand and forehand stroke. Children will begin to learn the scoring system for tennis.</p> <p><b>Y4 Netball.</b> Children will learn tactics to help keep possession of the ball and will develop a greater understanding of the rules of the game.</p>	<p>follow a map in a familiar context, use clues to follow a route and follow a route safely.</p> <p><b>Y4 Football</b> – Children will learn to accurately pass, receive and dribble a ball. They will learn the basic rules of the game of football and vary tactics and adapt their skills depending on game situations.</p> <p><b>Y4 – Outdoor Adventure</b> – Children will learn to follow a map in a demanding familiar context, continue to develop their map skills and follow a route within a time limit.</p> <p><b>Indoor PE</b></p> <p><b>Y3 Gymnastics -Stretching, Curling and Arching -</b> Children will explore travelling in curled up and stretched out shapes thinking about different directions and levels.</p> <p><b>Y4 Gymnastics – Receiving body weight -</b> Children will explore how different body parts can transfer and receive body weight. After creating sequences they will evaluate their peer's work.</p> <p><b>Y3 and 4 Dance – Tudor dance –</b> children will use dance to communicate ideas and share and create phrases with partner and in a small group.</p>	<p>variety of instruments.</p> <p><b>Computer Programming</b> –</p> <p><b>Y3 PowerPoint, Word and Excel ICT skills.</b></p> <p><b>Y3 We are opinion pollsters</b> – Children will create a survey and analyse results.</p> <p><b>Y4 - Powerpoint, Excel Keynote and Publisher ICT skills.</b></p> <p><b>Y4 We are HTML editors</b> –Children will learn to edit and write html.</p> <p><b>MfL – Spanish</b></p> <p>Children will begin to build up their knowledge of every day words in Spanish and find out about aspects of Spanish life.</p> <p><b>RE</b></p> <p><b><u>Y3 - Muslim Beliefs and Lifestyles (Unit 3)</u></b></p> <p>Children will learn about Islamic practice in worship and in action; their beliefs and values. They will consider the following questions: What do the actions of Muslim prayer and worship mean? What do Muslims believe is good? What does the Qur'an teach (eg in the opening Surah)? What does the example of Muhammad (PBUH) show? What sorts of things do Muslims do to put goodness into action in the family, the home and the wider community?</p>
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## Year 3/4 New Curriculum Overview

<p><b>Indoor PE</b></p> <p><i>Y3 Gymnastics Symmetry and Asymmetry - Children will use balance to show symmetrical and asymmetrical shapes by taking weight on different combinations of body parts.</i></p> <p><i>Y4 Balance -Children will use body parts to balance on varying levels and will move in and out of them at different speeds. They will work in pairs and small groups to make sequences incorporating balances.</i></p> <p><i>Y3 and 4 Dance - Children will learn dance routines for their Christmas Performance.</i></p>		<p><i>Y4 - <u>What is Special about the Bible and why is it important to Christians? (Unit 13)</u></i></p> <p><i>Children will learn about how Christians use the Bible: stories, examples of behaviour and teachings. They will look at different Bibles as artefacts, examples of the range of Bible literature, such as law, gospel and wise sayings. They will look at how the bible is used in church, in school and at home. They will consider the following questions: Where do we find inspiration, rules and guidance? Why do we need inspiration, rules and guidance?</i></p> <p><b>Outdoor Games</b></p> <p><i>Y3 Kwik Cricket – Children will learn the rules of kwik cricket whilst developing striking and fielding techniques.</i></p> <p><i>Y3 Athletics – Children will develop their running, throwing and jumping skills through a variety of athletic events.</i></p> <p><i>Y4 Rounders – Children will learn to hit a ball with increasing control and accuracy and develop their throwing and catching skills within the game of rounders.</i></p> <p><i>Y4 Athletics – Children will continue to develop their running, throwing and jumping skills though a range of athletic event including hitting a target.</i></p>
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### Year 3/4 New Curriculum Overview

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