



Curriculum Overview

Summer Term Year 3/4

Extreme Earth

Concepts: Grace, Nurture, Resilience

Big questions:

- How can we nurture the planet?
- How has climate change impacted us?
- How do we show Grace to communities who have suffered natural disasters?
- How do communities show resilience when faced with disaster?
- How do we show Grace?

Subjects:

Geography / History:

- Identify the position of the equator, the hemispheres and the tropics of cancer and capricorn.
- Developing skills using maps, globes and atlases.
- Learning about natural disasters including: volcanoes, tsunamis and earthquakes – linking to rocks in science.
- Looking at physical geography aspects, including the tectonic plates and their role on the earth.
- Revise 6-figure grid references with teaching of latitude and longitude depth.

RE:

Hinduism – How can Brahman be everywhere and everything?



English:

- The Red Eye (Suspense Narrative)
- Volcanoes and Earthquakes – Non-Chronological Report
- The BAFTAs – Media Unit
- Matilda (Road Dahl) – Playscript

Mathematics:

Year 3

- Fractions
- Time
- Properties of Shape
- Mass and Capacity

Year 4

- Decimals
- Money
- Time
- Statistics
- Property of Shape
- Position and Direction

Science:

Living things – Year 3

- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks – Year 3

- Compare and group together different kinds of rocks based on their appearance and simple physical properties.

Looking at the significance of religious leaders and sacred texts and exploring how core beliefs can impact lifestyle choices.

Christianity – What do Christians learn from the Creation story?

What difference might it make to believe in God as a creator? Looking at the significance of religious leaders and sacred texts.

ART and DT:

Art – Hokusai – The Great Wave

We will learn about the artist Hokusai and focus learning on colour, shade and using different paint techniques to create a collaborative piece of art.

DT – designing and making an earthquake proof building

Using the Design principles of plan, do, review, the children will learn about what features are required for an earthquake proof building. Using this knowledge the children will then design and make their building. We will then test it to see if it is earthquake proof.

Computing:

Digital Imagery.

Exploring digital images in different contexts. Using cameras and capture devices and import photo manipulation software to enhance mood or create different effects.

Working with animation, film creating and editing software to create a sequence to communicate a story or idea.

Music and Sound.

Understand that their sound can be added to different software to create multimedia and learn to use different software to create, edit and manipulate sounds.

- 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.

PE:

Athletics
Rounders
OAA



PSHE:

Changing Me

French:

En Classe

- Recognise and repeat from memory simple classroom objects and use the correct gender.
- Say what they have and do not have in their pencil case.
- Recognise and respond to simple classroom commands and praise.

Les Habitats

- Tell somebody in French the key elements animals and plants need to survive in their habitat.
- Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.
- Tell somebody in French which animals live in these different habitats.
- Tell somebody in French which plants live in these different habitats.

Music:

BBC Ten Pieces – Listening and appraising
Kapow – Jazz unit