

## Year 3/4 Curriculum Overview 2019

|  | Aut 1   | Aut 2  | Spr 1  | Spr 2   | Sum 1   | Sum 2   |
|--|---|--|--|---|---|---|
| <b>Visits / Visitors</b>   | RSPB Visit  | Elsecar Heritage   | History Box<br>Sound Man   | Orienteering with KS3<br>staff<br>STEM Visit  | Mam Tor<br>RSPB Support with<br>bird houses   |   |
| <b>Astrea Promise</b>  | Speak on a tricky<br>subject  | Give a gift  | Kinza  | Enhance School<br>Grounds   |   | Run a business  |
| <b>Science</b>   | Living things and<br>habitats (4)   | Animals Including<br>Humans (4)  | Sound (4)  | Electricity (4)   | Plants (3a)   | States of Matter (4)  |
| <b>History</b>   |   | Aspect in British<br>History: The First<br>Railways  | Ancient Greece   |   | Local Study   |   |
| <b>Geography</b>   | Counties  |  |  | European Study:<br>Athens   | Local Study: Compare Thurnscoe and Castleton  |   |
| <b>Art</b><br><i>* , the art unit is 30min per<br/>week lesson focusing on<br/>drawing skills</i>  | *Drawing / Painting:<br>Picasso Sketches<br>Portrait - Pencil and<br>mixing powder paint                                  | Drawing: Edward<br>Hopper<br>Buildings / train<br>stations / scenes  | Sculpture<br>Coil Pot<br>Bernard Leach   | *Drawing  | Painting:<br>David Hockney<br>inspired landscapes   | Painting:<br>Rembrandt landscapes   |
| <b>DT</b> <i>* activities in italics<br/>are not for the full half<br/>term, they focus on<br/>practising skills</i>   | Prepare and cook a<br>traditional meal for<br>parents   |  | <i>Prepare Greek food</i>  | Design and create a<br>game for EYFS,<br>incorporating 1<br>component                         | Design and make bird<br>houses  |   |
| <b>RE</b>  | Christianity<br>Q3<br>How can faith<br>contribute to<br>community cohesion?   | Christianity<br>Q4<br>Why are some times<br>special?   | Hinduism<br>Q3<br>How can faith<br>contribute to<br>community cohesion?                                    | Hinduism<br>Q4<br>Why are some times<br>special?  | Islam<br>Q3<br>How can faith<br>contribute to<br>community cohesion?  | Islam<br>Q4<br>Why are some times<br>special?   |
| <b>Music</b>   | Let Your Spirit Fly   | Glockenspiel Stage 1   | Three Little Birds   | The Dragon Song   | Bringing Us Together  | Reflect, Rewind and<br>Replay   |
| <b>PE</b><br><br>Swimming runs in<br>addition to this in Year<br>3<br><i>For the non Create unit, use<br/>Get Set PE and Real PE<br/>additional plans to support</i> | Create Unit 5<br><br>Developing skills and<br>knowledge in relation<br>to net and wall games<br><br><i>Get Set Tennis</i> | Create Unit 1<br><br>Developing skills and<br>knowledge in relation<br>to dance<br><br><i>Get Set Y3 Dance</i> | Create Unit 2<br><br>Developing skills and<br>knowledge in relation<br>to gym<br><br><i>Get Set Y3 Gym</i> | Create Unit 4<br><br>Developing skills and<br>knowledge in relation<br>to OAA ( orienteering) | Create Unit 6<br><br>Developing skills and<br>knowledge in relation<br>to invasion games<br><br><i>Get Set Basketball</i> | Create Unit 3<br><br>Developing skills and<br>knowledge in relation<br>to athletics<br><br><i>Get Set Athletics</i> |

| PHSCE            | What responsibilities do we have?       | What can we do about bullying?                         | How can we eat well?   | How can we describe our feelings? | What are the rules that keep us safe?  | What jobs would we like?  |
|------------------|---|--|--|-----------------------------------|--|---|
| <b>Computing</b> | Discovery Coding<br>Year 3 Starter Unit | Game Designer<br>Primary Computing<br>Kodu: Coin Quest | SOC Unit 4.3<br>We are musicians<br>Garage Band<br>compilation | Discovery Coding<br>Unit 3a       | Non Chronological<br>Multimedia<br>presentations<br>e.g. clips / iMovie<br>incorporate images,<br>music and text | Create an eBook<br>incorporating<br>Chatterkid video and<br>images, puppet edu<br>films<br>Link to one of the texts<br>from Literacy Tree |