



# Woodlands Park Primary and Nursery School

## Year Three and Four (Robins) Curriculum Overview – Cycle A



Term	History/ Geography	Art and Design/ DT	Science	PSHCE	RE	Computing	PE	Music	MFL
1 and 2	<p><b>Term 1 History - Prehistoric Britain</b> <i>Understand the term 'prehistoric'</i> <i>Knowledge</i> of three periods of pre-history and the entymology of the words <i>Knowledge</i> of different species of early man, <i>Palaeolithic, Mesolithic and Neolithic</i> periods, <i>Bronze and Iron age</i>. <i>Explain how life changed</i> in Britain during pre-history and how long it was.</p> <p><b>Term 2 Geography - Volcanoes</b> <i>Recognise what a volcano is</i> and explain where some famous volcanoes are in the world. <i>Explain and describe</i> what happens when a volcano erupts and its impact to surrounding area. <i>Cross section of volcano</i>. <i>Adaptation</i> to living near a volcano and why? <i>Similarities and differences</i> between a volcanic and non-volcanic area. <i>Use research skills</i> to find information and then <i>present information</i>.</p>	<p><b>Term 1 Art - Famous Buildings</b> <i>Explore the architecture of Sir Christopher Wren</i> Explore <i>colour and pattern in design</i> on St Basil's Cathedral Explore <i>design features</i> of Taj Mahal <i>Explore architecture</i> of Sidney Opera House <i>Design a building</i> for a particular purpose</p> <p><b>Term 2 DT - Moving Monsters</b> <i>Investigate</i> a variety of familiar objects that use <i>air</i> to make them work <i>investigate techniques</i> for making simple pneumatic systems.. <i>Gather ideas</i> for creating moving monsters. <i>Design</i> a monster including a moving <i>pneumatic system</i>. <i>Make</i> a monster with a moving pneumatic part. <i>Evaluate</i> a finished pneumatic product.</p>	<p><b>Term 1 States of Matter</b> <i>Compare and group</i> materials according to whether they are solid or liquid <i>Identify and explore</i> properties of gases <i>Observe</i> that materials change state when they are heated or cooled <i>Research</i> temperature in degrees Celsius at which materials change state <i>Understand</i> evaporation and condensation and how these processes play a part in the water cycle.</p> <p><b>Term 2 Changing Sound</b> <i>Understand</i> sounds are made when objects vibrate <i>Make careful observations</i> <i>Investigate</i> whether sound travels through different materials <i>Explore relationship</i> between distance and volume Why do we need to prevent sound to travel sometimes? <i>Plan a test</i> to measure how well materials muffle sound <i>Investigate pitch and volume</i> and how to change pitch</p>	<p><b>Term 1 - Being Me In My World</b> <b>Yr 3 PSHE LI:</b> I can explain how my behaviour can affect how others feel and behave. <b>SED LI:</b> I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. <b>Yr 4 PSHE LI:</b> I can explain why being listened to and listening to others is important in my school community. <b>SED LI:</b> I can explain why being democratic is important and can help me and others feel valued.</p> <p><b>Term 2 - Celebrating Differences</b> <b>Yr 3 PSHE LI</b> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. <b>SED LI:</b> I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. <b>Yr 4 PSHE LI:</b> I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. <b>SED LI:</b> I can explain why it is good to accept myself and others for who we are.</p>	<p><b>Term 1 Hindu Worship at home and in the Mandir</b> Learn about some important aspects of Hindu beliefs in God. Identify some characteristics of Hindu gods and goddesses. Understand why a shrine is a special place in a Hindu home. Understand why puja is important for Hindus, and how it is practised at home. Explore Hindu worship in the mandir. Evaluate what you have learned about Hindu worship at home and in the mandir.</p> <p><b>Term 2 Christmas Journeys</b> Learn about the importance of Bethlehem to Christians and to find out what a pilgrimage is. Find out about Mary and Joseph's journey to Bethlehem. Find out about some of the key features of the nativity story. Find out how religious ideas can be expressed through music and art. Learn about how the emotions of the people in the story is the same Emotions as people have today.</p>	<p><b>Term 1 Word Processing Skills</b> Use basic computer skills, changing case of text, aligning text, use bullets and numbering, insert and format text boxes</p> <p><b>Term 2 Online Safety</b> Know what cyberbullying is and how to address it Using search technologies effectively, understanding privacy and which information to share. Understanding plagiarism. Understanding the online community</p>	<p><b>Term 1 Indoor – Personal</b> -React positively when things become difficult. -Improve performance through regular practice and perseverance Try several times and ask for help when appropriate <b>Outdoor – outdoor</b> adventurous activities -explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal. Follow multi-step instructions with support. Understand what orienteering involves and know some of the basic orienteering symbols <b>Term 2 Indoor – Social</b> -Cooperate well with helps and give feedback -Organise roles and responsibilities, guide a small group through a task. Show patience and support others, share ideas. Praise and encourage others in their learning <b>Outdoor – Invasion games:</b> fundamentals -know the different between attack and defence -pass, receive and travel with a ball with some control and accuracy .Follow rules in simple invasion games</p>	<p><b>Let Your Spirit Fly – RnB</b> Using instruments, listen and play answer using one note – C</p> <p><b>Glockenspiel Stage 1</b> Exploring and developing playing skills using CDEF</p>	<p><b>Cultural Unit – Where is France?</b> Children will learn: • <b>Where is France?</b> • <b>What major cities are there in France?</b> • <b>What is Paris like?</b> <b>Numbers and Alphabet</b> Children will learn: • <b>Numbers to 30</b> • <b>The alphabet</b> • <b>Correct pronunciation</b> <b>All About Me</b> Various ways of <b>greeting each other</b> • <b>Introducing yourself and asking questions</b> such as 'ça va'?</p> <p><b>My Home</b> • <b>Rooms in the home</b> • Basic <b>adjectives</b> to describe the home and the rooms • <b>Describing where they live</b> <b>Colours</b> • <b>Basic colours</b> and colours of the rainbow • <b>Correct pronunciation</b> of each colour • <b>Links – are any colours the same or different in English?</b></p>

3 and 4	<p><u>Term 3 History - Great British Heroes</u> Understand the <i>Transatlantic Slave Trade</i> Understand why <i>William Wilberforce</i> is considered a hero by many people Understand what prisons were like in early 19<sup>th</sup> Century Understand what life was like for children in Victorian era – <i>Lord Shaftesbury</i> <i>Florence Nightingale</i> Role of women <i>Elizabeth Fry</i></p> <p><u>Term 4 Geography - European Neighbours</u> <u>Term 4</u> <i>Identify Europe</i> on a world map. Describe some of the <i>geographical features</i>. <i>Identify European countries</i> and their <i>flags</i> and some European cities. <i>Similarities and differences</i> between countries in Europe. <i>Human and physical geography. Research and present information.</i></p>	<p><u>Term 3 Art - At The Pantomime</u> Explore <i>design features</i> of a pantomime <i>Design</i> a set for a pantomime Design costumes and accessories <i>Design a poster</i> to advertise a pantomime – <i>drawing and painting</i></p> <p><u>Term 4 DT - Money Containers</u> <i>Explore</i> a range of money containers and examine their <i>features</i> <i>Learn</i> how to sew using a range of different <i>stitches</i>. <i>Gather ideas</i> for designing a money container. <i>Design and make</i> a money container using <i>textiles</i>. <i>Evaluate</i> a finished product.</p>	<p><u>Term 3 Circuits and Conduction</u> <i>Investigate and identify</i> circuits and their different components Understand working with electricity can be dangerous <i>Identify</i> mains and battery powered <i>Understand why</i> come circuits do not work because they are not complete. <i>Insulators and conductors</i> Switches – <i>understand why</i> they are used and use one in a circuit <i>Plan and carry out an experiment</i> <u>Term 4 Eating and Digestion</u> <i>Identify and classify</i> carnivores, herbivores and omnivores <i>Construct and interpret</i> a variety of food chains <i>Different types of teeth in humans and their functions</i> Keeping teeth healthy <i>Investigate digestive system</i> and how it work. <i>Describe basic functions</i> of the digestive system.</p>	<p><u>Term 3 Dreams and Goals</u> <i>Yr 3 PSHE LI: I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others.</i> <i>ISED LI: I can explain how these feelings can be stored in my internal treasure chest and why this is important.</i> <i>Yr 4 PSHE LI: I can plan and set new goals even after a disappointment.</i> <i>ISED LI: I can explain what it means to be resilient and to have a positive attitude.</i></p> <p><u>Term 4 Healthy Me</u> <i>Yr 3 PSHE LI: I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</i> <i>SED LI: I can express how being anxious/ scared and unwell feels</i> <i>Yr 4 PSHE LI: I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</i> <i>SED LI: I can identify feelings of anxiety and fear associated with peer pressure.</i></p>	<p><u>Term 3 Jewish Celebrations</u> Recap facts about Judaism and Jewish beliefs. Find out about the Jewish festival of Passover. Find out about the Jewish festival of Sukkot. Find out about the festival of Purim. Find out about the festival of Hanukkah. find out about the festival of Rosh Hashanah <u>Term 4 Why Is Easter Important?</u> Learn about the events of Palm Sunday. Learn about the significance of the Last Supper. Learn about the events that led up to Jesus being arrested. Find out about the events and emotions surrounding the crucifixion of Jesus. Find out about the events of the resurrection and to explore Christian beliefs in life after death. learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.</p>	<p><u>Term 3 Using Turtle Logo and Scratch</u> Create and debug an algorithm <u>Term 4 Internet Research and Communication</u> Use search technologies and understand word order can affect results. Save and share webpages. Communicating online</p>	<p><u>Term 3 Indoor – Cognitive</u> -Understand ways to judge performance and identify parts to continue working upon -Use awareness of space to make good decisions -Understand simple tactics of attacking and defending. identify areas for improvement -Order instructions, movement and skill <u>Outdoor –</u> <u>Term 4 Indoor – Creative</u> -Link actions and develop sequences of movements that express ideas -Change tactics, rules or tasks to make activities more fun or challenging -Respond differently to a variety of tasks or music -Recognise similarities and differences in movement and expression -Begin to compare movements and skills with others. Select and link movements together to fit a theme <u>Outdoor – Striking and Fielding</u> -catch a ball accurately -accurately throw or roll a ball at a target -begin to identify strengths and areas in which they could improve</p>	<p><u>Three Little Birds – Reggae</u> Listen, and sing back, take in turns to improvise using C and D</p> <p><u>The Dragon Song – A Pop Song That Tells a Story</u> Music from around the world celebrating differences. BCDEFG</p>	<p><u>Animals</u> • <i>Family pets</i>• <i>Likes and dislikes</i>• <i>Introducing your pet Food</i> • <i>Simple foods</i>• <i>Foods found on a simple café menu</i> • <i>Create their own menu</i>• <i>Visits to the butchers and bakers</i> <u>Calendar</u> • <i>Days of the week</i>• <i>Months of the year</i>• <i>Correct pronunciation</i></p> <p><u>Clothing</u> • <i>Basic items of clothing</i>• <i>School uniform</i>• <i>Introduce body parts</i> – main limbs. <u>Shopping</u> • <i>Currency</i> • <i>Asking how much something is</i></p>
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<p>5 and 6</p>	<p><b>Ancient Egypt – Term 5</b> <i>Understand difference between</i> ancient and modern <i>Use appropriate vocabulary</i> when asking and answering questions <i>Importance of artefacts</i> in finding out about life in the past <i>Use a variety of historical sources</i> <i>Infer and deduce</i> information about the past from objects <i>Understand and organise information</i> <i>Recall facts and details</i> about the past <b>Prehistoric Britain</b> <i>Understand the term 'prehistoric'</i> <i>Knowledge</i> of three periods of pre-history and the entymology of the words <i>Knowledge</i> of different species of early man, <i>Palaeolithic, Mesolithic and Neolithic</i> periods, <i>Bronze and Iron age.</i> <i>Explain how life changed</i> in Britain during pre-history and how long it was.</p> <p><b>Madagascar – Term 6</b> What do they know? What would they like to know? <i>Name countries on a world map. Use compass</i> to navigate a map. <i>Name and locate northern and southern hemisphere. Different landscapes</i> present different opportunities and difficulties. <i>Use geographical knowledge</i> to suggest climate of Madagascar? Animals of Madagascar</p>	<p><b>Term 5 Art - Vincent Van Gogh Term 5</b> <i>Identify techniques</i> that Van Gogh used in his paintings <i>Use acrylic of oil paints effectively</i> <i>Use line and colour in their paintings</i> to create depth Mix paints to create shades and tints <i>Reflect on their art work</i> and develop techniques through practice <i>Show pencil control when sketching</i> <i>Evaluate their own work</i> and make changes.</p> <p><b>Term 6 DT - American Food – Term 6</b> <i>To find out</i> about the diversity of foods grown in America's diverse climates, and develop cooking skills while <i>following a recipe</i> for a traditional American food. <i>To discover</i> some ways in which indigenous Americans grew, caught, gathered, prepared, and cooked, food. To find out about important, traditional staple foods in America, and how the slave trade influenced American cuisine. <i>To learn about</i> the cultural significance of chillies in Mexican cooking, and about how American food is heavily influenced by food from other cultures. To consider <i>why certain foods are unhealthy</i> if eaten regularly, and recognise the <i>value of eating food together.</i></p>	<p><b>Term 5 Tombs, Torches and Timekeepers</b> <b>Recognise</b> we need light to see and how light is reflected from surfaces <b>Explore</b> the sun as a light source and <b>identify difference</b> between day and night. <b>Investigate</b> what shadows are and why they are formed <b>Investigate</b> how the size of shadows changes throughout the day.</p> <p><b>Term 6 Under the Sea</b> Find out what a <b>habitat</b> is and <b>investigate</b> which kinds of organisms live in a <b>marine habitat</b> <b>Identify and classify</b> animals of the sea according to specific criteria <b>Investigate life processes</b> <b>Investigate respiration differences</b> between land and sea organisms <b>Investigate</b> how living organisms move and find out ways in which different types of animals reproduce.</p>	<p><b>Term 5 Relationships</b> <b>Yr 3 PSHE LI:</b> I can explain how my life is influenced <b>positively by people I know</b> and also by people from other countries. <b>SED LI:</b> I can explain why my choices might affect my family, friendships and people around the world who I don't know. <b>Yr 4 PSHE LI:</b> I can recognise how people are feeling when they miss a special person or animal. <b>SED LI:</b> I can give ways that might help me manage my feelings when missing a special person or animal. <b>Term 6 Changing Me</b> <b>Yr 3 PSHE LI:</b> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. <b>ISED LI:</b> I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings <b>Yr 4 PSHE LI:</b> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. <b>SED LI:</b> I can offer some suggestions about how I might manage my feelings when changes happen</p>	<p><b>Term 5 Buddhist Festivals</b> Why is Buddhism special? gather, select and organise ideas about Buddhism – Vesak – understand why Buddhists Give offerings during Vesak. The Ploughing Festival – understand how and why significant moments in the life of the Buddha is celebrated. Loy Krathong – understand how and why Buddhists pay respect to the Buddha. Songkran – know how activities during the festival relates to the Teachings of the Buddha. <b>Term 6 Identity and Belonging</b> Understand how drama is used to reinforce important teachings and stories in religions. Consider the ways in which we express our identify and consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding. Explore ways in which a sense of belonging is shaped by our relationships and environment. Consider some of the responsibilities of belonging to a global community. Consider the importance of sharing in our global community.</p>	<p><b>Term 5 Drawing and Desktop Publishing</b> Order and group objects, manipulate shapes and lines, recognise effective layout, combine text and images</p> <p><b>Term 6 Using and Applying</b> Open ended project for children to apply skills they have developed on other units throughout the year.</p>	<p><b>Term 5 Indoor – Applying Physical</b> -Perform a variety of movements and skills with good body tension -Link actions together so they can flow in running, jumping and throwing activities - Performa and repeat longer sequences with clear shares and controlled movements -Select and apply a range of skills with good control and consistency -Perform a sequence of movements with changes in level, direction or speed <b>Outdoor – Term 6 Indoor – Health and Fitness</b> -Describe basic fitness components and how often/long should exercise to be healthy -Explain why we need to warm up and cool down -Use equipment appropriately, move and land safely Outdoor – Athletics</p>	<p><b>Bringing Us Together – Disco</b> Disco, friendship, hope and unity GAC. Sing and copy back, play and improvise.</p> <p><b>Reflect</b> <b>Rewind and Replay</b> History of music and look back and consolidate learning, learn some of the language of music.</p>	<p><b>Holidays and Celebrations</b> ● <b>Singing Happy Birthday</b> ● <b>Talking</b> about their own birthday ● <b>Learning words to do with</b> festivals and events such as Christmas. ● <b>Learning vocabulary</b> about holidays <b>My Town</b> ● <b>Words to describe</b> their town ● <b>Words to describe</b> shops and features of their town ● <b>Transport</b> in their town – including transport vocabulary ● <b>Asking where you live</b> <b>The Weather</b> ● <b>What's the weather today?</b> ● <b>What's the weather this week?</b> ● <b>What's the weather over the year?</b> ● <b>Using maps to talk about</b> weather in different places</p> <p><b>Sports</b> ● <b>Simple sports</b> ● <b>Simple phrases</b> to describe what sports they play. I play football. <b>School</b> ● <b>Introduction to school days in France</b> ● <b>Lessons</b> ● <b>Likes and dislikes</b> of lessons ● <b>Different jobs</b> ● <b>The classroom</b></p>
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