



Curriculum Overview – Lower Key Stage Two (Year 3 and Year 4)

Subjects	Cycle A					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Tribal Tales 	Tribal Tales 	Blue Abyss 	Scream Machine 	Emperors 	Scrumdilyumptious 
History <i>In all History units 'being a Historian' skills must be covered (secure chronological understanding/significance of similarities and difference/ cause and effect/ historical vocabulary/ significance and trends over time / develop a stronger understanding of historical periods within the wider context of the past/ asking relevant historical questions/ use a range of sources)</i>	Pupils will continue to develop a chronologically secure knowledge and understanding of British history. Pupils will note connections, contrasts and trends over time	Pupils will be taught about changes in Britain from the Stone Age - Iron Age			Pupils will be taught about the Roman Empire and its impact on Britain Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history	
Geography <i>Pupils will learn about types of settlement and Land use, economic activity including trade links and the distribution of natural resources including energy and food Pupils will</i>			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Identify the position and significance of	Locate the World's countries, using maps to focus on Europe Pupils learn about human geography, including land use and economic activity		Locate the world's countries using maps concentrating on environmental regions, key physical and human characteristics Pupils will learn about types of settlement



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<i>understand the impact of human and physical geography on a landscape e.g. biomes and vegetation belts. Pupils should know where in the world places are</i>			latitude, longitude, Equator, Northern and Southern Hemisphere. Understand the impact of economic activity on physical geography			and land use, economic activity including trade links and the distribution of natural resources including energy and food
Art & Design <i>n all Art units pupils should be taught to develop their ideas, experiences and imagination through developing techniques, using materials with creativity and developing a wide range of art and design techniques. Pupils should have an awareness of different kinds or art, craft or design. Pupils should be able to evaluate their own and other people's work. Pupils should be given the opportunity to understand how colours are mixed</i>		Pupils should be taught to develop their techniques, including their control and their use of materials (charcoal)	Pupils will improve their mastery of art & design techniques - sculpture using a range of recyclable materials. Pupils will improve their mastery of art & design techniques - paint		Pupils can improve their mastery of art and design techniques	
Design Technology <i>In D&T, pupils should engage in an iterative process of designing and making, working in a range of relevant settings (e.g. home, school, leisure, culture, enterprise, industry). When working with food,</i>	Pupils use mechanical systems in their products (e.g. pulleys, levers and linkages)			Understand and use mechanical systems in their products including cams, levers and pulleys		Use research and develop design criteria to inform the design of appealing products fit for purpose, based on Fairtrade. Select from and use a wider range of tools and equipment to perform practical tasks



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<i>pupils should be taught how to cook and apply the principles of nutrition and healthy eating</i>						Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
PE	Gymnastics - Please see individual year group objectives which are saved on the system.	Games (focussing on winter game skills) - Please see individual year group objectives which are saved on the system.	Dance - Please see individual year group objectives which are saved on the system	Outdoor and Adventure - Please see individual year group objectives which are saved on the system	Athletics - Please see individual year group objectives which are saved on the system	Games (Focus summer game skills) - Please see individual year group objectives which are saved on the system.
RHE	To familiarise the class with Yasmine and Tom. To think about and discuss how we express feeling. To explore the friendships that people have.	To explore relationships in families. To think about where photos posted online can be seen.	To familiarise the group with the child exploitation and online protection centre (CEOP) reporting system. To know how to stay safe online.	To question the concept that some jobs are for women and some jobs are for men. To learn what is meant by good and bad touch.	To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health	To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health. To reflect of drug and alcohol education and sign post support.
Science	To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns	To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that	To gather, record, classify and present data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. To report on findings from enquiries, including oral and	To compare how things move on different surfaces. To notice that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group	To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To identify whether or not a lamp will light in a simple series circuit, based on whether or	To compare and group materials together, according to whether they are solids, liquids or gases. To 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). To identify the part



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	between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases.	shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change.	written explanations, displays or presentations of results and conclusions. To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. To identify differences, similarities or changes related to simple scientific ideas and processes. To use straightforward scientific evidence to answer questions or to support their findings.	together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To describe magnets as having two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing.	not the lamp is part of a complete loop with battery. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.	played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Music	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations



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Computing	Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <i>(Be Internet Legends provides a full scheme of work and lesson plans for this year group; these will be built up on year by year as pupils progress throughout KS2.)</i>		Pupils should select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <i>(For this topic pupils could use spreadsheets to collect and analyse data relating to maps and then represent it in a graphical format. For year 4, it would be expected that they produce bar and column charts in various different formats. Basic data entry skills from Y3 work on word processing would be reinforced and further developed here.)</i>		Pupils should use sequence, selection, and repetition in programs; work with variables and various forms of input and output. They should use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <i>(This builds from previous programming work in Y3 and would require more complex programming skills to be developed. This objective could be achieved at Year 4, but should be further developed as pupils progress to UKS2. It should be expected that this objective and would be covered over two half terms.)</i>	
RE	What do different people believe about God?		Why are festivals important to religious communities?		What does it mean to be a Christian in Britain today?	
MFL <i>Pupils should be taught to listen attentively to</i>	Unit 1: Bonjour. Children learn to: Greet and say	Unit 2: En classe Children learn to: identify classroom	Unit 3: Mon corps Children learn to: identify parts of the	Unit 4: Les animaux. Children learn to: identify animals and	Unit 5: Ma famille Children learn to: identify family	Unit 6: Bon anniversaire! Children learn to: Recognise



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<i>spoken language and show understanding by joining in and responding</i> <i>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>(Unit numbers refer to RIGOLO 1)</i>	goodbye; Ask someone's name and say their own; Ask how someone is and respond to the question; Learn basic nouns such as: instruments, une fille une garçon/un dragon (gender of nouns) (cognates);count numbers 1-10	objects;(gender of nouns) (ask and answer questions);identify colours (basic word order);say their age(using context to determine meaning; compare languages);classroom instructions(_____ez words);recognise how sounds are represented in written form, practise pronunciation.	body (gender of noun, the definite article); describe appearance (word order, descriptions, comparing languages); recognise days of the week; give character descriptions (adjectival agreement, e.g. Je suis grand/je suis grande; petit/petite etc.)	pets (gender, negative form);Numbers 11-20;Give someone's name (3rd person: il/elle);Describe someone (adjectival agreement:il est timid/elle est timide)	members; recognise and spell with letters of the alphabet; Lidt household items; use basic prepositions sur and dans to describe position.	and ask for snacks (!); Give basic opinions about food; numbers 21-31; Recognise and use the months; form dates and use question forms.
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Subjects	Cycle B					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Egyptians (Pharaohs) 	Egyptians (Pharaohs) 	Tremors 	Traders & Raiders (Vikings & Anglo-Saxons) 	River Tees: from Source to Mouth 	River Tees: from Source to Mouth 
History <i>In all History units 'being a Historian' skills must be covered (secure chronological understanding/significance of similarities and difference/ cause and effect/ historical vocabulary/ significance and trends over time / develop a stronger understanding of historical periods within the wider context of the past/ asking relevant historical questions/ use a range of sources)</i>	Pupils should learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared (Ancient Egyptian)	Pupils should learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared (Ancient Egyptian)		Pupils develop a chronologically secure knowledge and understanding of British and world history, establishing clear narrative within and across the periods they study. Learn about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		
Geography <i>Pupils will learn about types of settlement and Land use, economic activity including trade links and the distribution of natural resources including energy and food Pupils will</i>		Locate the World's countries using maps and atlases concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use maps,	Physical - Describe and understand key aspects of physical geography, including volcanoes and earthquakes.		Name and locate counties and cities of the UK and key topographical features (hills, mountains, coasts and rivers)	Human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources Use fieldwork to



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<i>understand the impact of human and physical geography on a landscape e.g. biomes and vegetation belts. Pupils should know where in the world places are</i>		atlases and globes to locate countries and describe features Pupils can describe and understand key aspects of physical geography including rivers. Pupils can understand human geography including types of settlement and land use and economic activity including trade links				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
Art & Design <i>n all Art units pupils should be taught to develop their ideas, experiences and imagination through developing techniques, using materials with creativity and developing a wide range of art and design techniques. Pupils should have an awareness of different kinds of art, craft or design. Pupils should be able to evaluate their own and other people's work. Pupils should be given the opportunity to understand how colours are mixed</i>	Pupils improve their mastery of art and design using a range of techniques		To use drawing and sculpture to develop and share their ideas, experiences and imagination. To improve their mastery of art and design techniques (sculpture using clay)		To create sketch books to record their observations and use them to review and revisit ideas. To use observational drawings to paint landscapes	To improve their mastery of art and design techniques, including range of materials and colour
Design Technology		Pupils apply their knowledge of		Understand how key events in design &		



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<i>In D&T, pupils should engage in an iterative process of designing and making, working in a range of relevant settings (e.g. home, school, leisure, culture, enterprise, industry). When working with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating</i>		computing to program, monitor and control products		technology have helped shape the world Use research and develop design criteria to inform the design of innovative and functional product fit for purpose		
PE	Gymnastics - Please see individual year group objectives which are saved on the system.	Games - (Focus winter game skills) - Please see individual year group objectives which are saved on the system.	Dance - Please see individual year group objectives which are saved on the system.	Outdoor and Adventure - Please see individual year group objectives which are saved on the system.	Athletics - Please see individual year group objectives which are saved on the system.	Games (Focus summer game skills) - Please see individual year group objectives which are saved on the system.
RHE	To familiarise class with Yasmine and Tom. To identify male sexual parts and become familiar with the language. To identify female sexual parts and become familiar with the language.	To discuss how and why to keep clean. To raise awareness of the different stages of life. To consider the positive ways their own lives may change as they grow up.	To enable children to keep themselves safe when involved in risky activities. To identify everyone has different personal boundaries.	To know how to keep safe. To know good and bad touch.	To learn about the safe use of medicines and household products.	To learn about the safe use of medicines and household products. To reflect on drug and alcohol education.
Science	To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition	To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their	To ask relevant questions and using different types of scientific enquiries to answer them. To set up simple practical enquiries,	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple	To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the	To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of



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	from what they eat. To identify that humans and some animals have skeletons and muscles for support, protection and movement.	simple functions. To construct and interpret a variety of food chains, identifying producers, predators and prey.	comparative and fair tests. To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter.	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. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things.
Music	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations	Using a selection of music from the age related Charanga portfolio, pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations
Computing	Pupils should be taught to use	Pupils should use search technologies		Pupils should select, use and combine a	Pupils should design, write and debug	



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	technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <i>(Be Internet Legends provides a full scheme of work and lesson plans for this year group; these will be built up on year by year as pupils progress throughout KS2.)</i>	effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (For year 3 pupils should be able to find relevant information by browsing menus, searching for both text and images and be able to copy and paste that into a document. They should be able to save digital images using appropriate file names and select suitable locations for storage.)		variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (For this topic pupils should use word processing and PowerPoint software to create basic presentations.)	programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (Pupils will design - from a provided specification - a computer programme to meet a need, develop the program using code, then test and debug it, recording simple test results. See exemplar assignments for how this would be broken down into smaller units and for clarification of technical terminology. It would be envisaged that this criteria would be a standalone project and would take two half terms to complete.)	
RE	Why is Jesus inspiring to some people?		Why do people pray?		What can we learn from religions about deciding what is right and wrong?	
MFL <i>Pupils should be taught to listen attentively to</i>	Unit 7: Encore! Children will learn to: Describe people(avoir	Unit 8: Quelle heure est-il? Children will learn to: Talk about	Unit 9: Les fetes. Children will learn to: Talk about festivals	Unit 10 Ou vas-tu? Children will learn to: Talk about French	Unit 11: On mange! Children will learn to: Go shopping for food	Review



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<i>spoken language and show understanding by joining in and responding</i> <i>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>(Unit numbers refer to RIGOLO 1)</i>	phrases, 3rd person);Describe nationalities (etre with adjectives, 3rd person and adjective endings, eg il est francais, elle est francaise)	activities (present tense verbs) Tell the time (numbers 1-12, question forms) Talk about what time they do activities (verbally and in writing)	and dates; ask for various presents;count from 31-60 (revise numbers 1-30 first);Give and understand instructions (imperative form -----ez, plural forms)	cities (je vais a...; Give and understand basic directions (imperative); talk about the weather (impersonal il, e.g. il fait beau);Talk about the weather in Frances (A Paris, il neige)	(ask what someone wants, state what they want, talk about food); Ask how much something costs; Talk about activities at a party (use on for first-person plural, e.g. on boit); Give basic opinions about food and activities	
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