

Mayflower Community Academy



Year 3 and 4 Curriculum Overview 2017-2018

AUTUMN		SPRING		SUMMER	
Is it mind over matter?		How can being a Learning Scientist help me to deepen my understanding?			
LITERACY Year 4 Speaking and listening	Biographies Sportsmen and women Handwriting Paragraphs Editing headings	Narrative Handwriting Paragraphs Editing headings	Non-fiction – non-chron report – The Digestive System	Fiction – narrative story based on the Romans	
			Non-fiction – non-chron report – Stone Age focus	Fiction- Diary writing- A day in the life on a child in the Iron Age	
LITERACY Year 3 Speaking and listening					
SPAG	Word classes Sentences types Dictation	‘a’ or ‘an’ Conjunctions – when, if, because and although Prefixes and suffixes	Use, understand and apply grammatical terminology Possessive apostrophes (and with plural nouns) Use of commas after fronted adverbials	Y4 -Use, understand and apply grammatical terminology Noun and pronoun use Present perfect form of verbs Yr3-I can use conjunctions, adverbs and prepositions to express time and cause in my writing.	

<p style="text-align: center;">SCIENCE Year 4</p>	<p>Electricity *Identify common appliances that run on electricity. *Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers *Identify whether or not a lamp will light in a simple series circuit. *Recognise that a switch opens and closes a circuit. *Recognise some common conductors and insulators.</p>	<p>Sound *How sounds are made Vibrating Pitch *Find patterns between the volume of a sound and the strength of the vibrations that produced it. *Sounds get fainter as the distance from the sound source increases</p>	<p>Animals incl humans *Describe the simple functions of the basic parts of the digestive system in humans. *Identify the different types of teeth in humans and their simple functions. *Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Living things & habitats *Recognise that living things can be grouped in a variety of ways. *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. *Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>States of matter *Compare and group materials together, according to whether they are solids, liquids or gases. *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). *Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
<p style="text-align: center;">SCIENCE Year 3</p>	<p>Forces and magnets *Compare how things move on different surfaces *Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance *Observe how magnets attract or repel each other and attract some materials and not others *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 *Describe magnets as having 2 poles *Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>		<p>Rocks *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. *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.</p>	<p>Animals *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.</p>	<p>Plants *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. *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. * Investigate the way in which water is transported within plants. * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Light *Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. *Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. *Recognise that shadows are formed when the light from a light source is blocked by a solid object. *Find patterns in the way that the size of shadows change.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>E- Safety Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p>	<p>Kodu Programming</p>	<p>Progression in Multimedia *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. *Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D T</p>	<p>N/A</p>		<p>*Understand how key events and individuals in design and technology have helped shape the world. *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART and DESIGN</p>	<p>Growth mindset art with students from Plymouth University</p>		<p>*Can control a pencil with increasing confidence. *Can draw sketches, a picture I whole in a sketchbook and refine, revisit and modify through multiple drafts. *Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form). *Can create texture through rubbings and creating surface patterns with pencils (focus on different textures). *Can confidently work from observation. *Can use paint and equipment correctly. *Can predict colour mixing results with increasing accuracy – colour wheel *Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.</p>		

GEOG year 4	Location of countries and main cities		*locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *understand geographical similarities and differences through the study of human and physical geography of a region in a European country * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4		
	Location of countries and main cities		*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		
HISTORY Year 4	History of sports in the UK		The Roman Empire and its impact on Britain		
HISTORY Year 3	History of sports in the UK		*changes in Britain from the Stone Age to the Iron Age *Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods, they study. *Know about changes in Britain from the Stone Age to the Iron Age. *Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
MFL	French		French		French
MUSIC	Singing – using your voice as an instrument		Tempo and beat		
PE year 4	Tag rugby (dodge/catch)	Yoga (imoves)	Run/sprint (Athletics)	Dance Exim-Roman based	

PE Year 3	Ball bounce (Basketball)	Pilates (imoves)	Kick (football)	Dance Exim-Stone Age based		
SEAL	'Being me in the World' and 'Celebrating Difference'		Going for Goals			
RE	Inspirational people – Jesus and Mohammed		Religion and the Individual			

Autumn

Outcome: Community fundamental skill share linked to mind set evaluation/assemblies share.

Spring

Outcome: Website designed and created by the pupils showcasing their leaning through a range of media – video, text, sound.

Summer

Outcome: