

Team 4 Curriculum Yearly Overview

Topics	Ancient Greece	Europe and The Water Cycle	Romans	Burwardsley
Subject	Block 1	Block 2	Block 3	Block 4
English	<p>Basic skills recap – After The Fall</p> <p>Narrative: Gorilla.</p>	<p>Poetry:</p> <p>Narrative: A Christmas Story</p> <p>Narrative: I was a Rat - Fantasy Warning Story</p> <p>Non-fiction: Explanation Text</p>	<p>Poetry: Free Verse – The Story Cage</p> <p>Narrative: The Butterfly Lion – Historical Story</p> <p>Non-fiction: Newspaper Report</p>	<p>Poetry: School Poetry Recital</p> <p>Narrative 1: Varjak’s Paw – Adventure Journey Story</p> <p>Narrative 2: The Firework Maker’s Daughter – Journey Adventure Story</p> <p>Non-fiction: Information Text</p>
Maths	<p>Mastery, Problem Solving and Reasoning</p> <p>Number-place Value</p> <p>Number – Addition and Sub</p> <p>Measurement – Length and Perimeter</p> <p>Number - Multiplication and Division</p>	<p>Mastery, Problem Solving and Reasoning</p> <p>Number - Multiplication and Division</p> <p>Measurement – Area</p> <p>Fractions</p>	<p>Mastery, Problem Solving and Reasoning</p> <p>Decimals</p> <p>Measurement – Money</p> <p>Time</p>	<p>Mastery, Problem Solving and Reasoning</p> <p>Statistics</p> <p>Geometry – Properties of Shape</p> <p>Geometry – Position and Direction</p>
Science	<p><u>Working Scientifically</u></p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>			
	<p>Electricity and Sound</p> <p>Identify common appliances</p>	<p>States of Matter and Sound</p> <p>Compare and group materials</p>	<p>All Living Things</p> <p>Recognise that living things can be</p>	<p>Animals including Humans</p> <p>Describe the simple functions of</p>

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	<p>that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
History	<u>Glorious Greece</u>		<u>Romans</u>	
	I can understand that the past		I can understand that the past is	

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	<p>is divided into differently named periods of time and use some dates to explain world history.</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of the wider world.</p> <p>I can tell you a range of similarities/ differences between different times in the past in the periods covered so far.</p> <p>I can understand that the past is divided into differently named periods of time and use some dates to explain local history.</p> <p>I can describe how the past can be represented or interpreted in a few different ways.</p> <p>I can answer and sometimes devise my own historically valid questions</p>		<p>divided into differently named periods of time and use some dates to explain world history.</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of the wider world.</p> <p>I can tell you a range of similarities/ differences between different times in the past in the periods covered so far.</p> <p>I can understand that the past is divided into differently named periods of time and use some dates to explain local history.</p> <p>I can describe how the past can be represented or interpreted in a few different ways.</p> <p>I can answer and sometimes devise my own historically valid questions</p>	
<p><u>Geography</u></p>		<p style="text-align: center;"><u>Europe</u></p> <p>I can write sentences about the main events, people or places.</p> <p>I continue to develop a wider geographical vocabulary, using terms such as routes, community, , clouds rainfall, key, urban ,rural,</p>		<p style="text-align: center;"><u>Local Study</u></p> <p>I can investigate the local area, looking at types of shops, services and houses.</p> <p>I am able to use simple equipment to measure and record – e.g. weather</p>

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		<p>human, physical to describe places or geog. features in dif. ways.</p> <p>I can use atlases to find places using index/ contents.</p> <p>I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical/ human characteristics, countries, and major cities</p> <p>I can communicate geog. information in a variety of ways, including through maps and writing at length</p>		<p>instruments</p> <p>I can use plans.</p> <p>I can use up to 8 cardinal points</p> <p>I can make a simple scale plan of room with whole nos. e.g. 1sq.cm = 1 sq tile on floor, then 1cm² = 1m²</p> <p>I can identify differences between places.</p> <p>I can communicate geog. information in a variety of ways, including through maps and writing at length</p>
<u>RE</u>	<p style="text-align: center;"><u>Islam</u></p> <p style="text-align: center;">How does going to the mosque give Muslims a sense of belonging?</p> <p>I can tell you that a mosque is a sacred place for Muslims</p> <p>I can name the features of a mosque and can tell you about the role of the Imam.</p> <p>I can explain how Muslims use a mosque. I can explain how Muslims have a feeling of belonging to the community.</p>	<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;">How did Jesus teach people about God and values through parables?</p> <p>I can tell you that a parable is a story which Jesus told which had a meaning.</p> <p>I can retell a range of parables and have a go at telling you the meaning explaining what this teaches about God.</p> <p>I can retell a range of parables and have a go at telling you the meaning explaining what this teaches about God.</p>	<p style="text-align: center;"><u>Christian Concept: God</u></p> <p style="text-align: center;">What do I believe about God and why do some people have a faith?</p> <p>I can discuss my views on God whether I believe or not. I respect other views within class and wider society.</p> <p>I can explain the story of Abraham and how this was following his belief. I can explain a view of God which is not my own.</p> <p>I can give examples of how believers demonstrate their faith in God</p>	<p style="text-align: center;"><u>Sikhism</u></p> <p style="text-align: center;">Why is community and equality important to Sikhs?</p> <p>I can explain how Sikhs believe in one God, consider all people as equal and value everyone's beliefs.</p> <p>I understand how Sikhs respect the Gurus (not worship) and live according to their teachings. I can explain what Sikhs do in the Gurdwara, tell you about the Guru Granth Sahib and the langar. I can link the 5Ks to different values in Sikhism and explain meaning.</p> <p>I can explain aspects of worship as part of the Sikh festival celebrating the birthday of Guru Nanak. Explain values which are important in own lives and explain how to show these.</p>

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<p>PSHE (Go Givers + My Happy Mind) / British Values / Equality (No Outsiders in Our School)</p>	<p><u>Democracy and Rule of Law</u></p> <p>To enable pupils to distinguish right from wrong. To develop a respect and understanding of English law and democracy in contrast to other forms of government. To accept responsibility for their behaviour. To show initiative.</p> <p><u>PSHE (Go Givers)</u></p> <p>For & Against Equal Opportunities Moral values – when is enough, enough?</p> <p><u>My Happy Mind</u></p> <p>Module 2: Meet Your Brain</p> <p>Module 3: Celebrate</p> <p><u>Equality</u></p> <p>“The Flower” <i>LO: To ask questions</i> “Red: A Crayon’s Story” <i>LO: To be who you want to be</i></p>	<p><u>Individual Liberty</u></p> <p>To appreciate that English laws help to keep us safe and happy.</p> <p><u>PSHE (Go Givers)</u></p> <p>Gifts and opportunities Discussion scenarios: Dizzy dilemmas Keeping safe in cyberspace</p> <p><u>My Happy Mind</u></p> <p>Module 4: Appreciate</p> <p><u>Equality</u></p> <p>“The Way Back Home” <i>LO: To overcome language as a barrier</i></p>	<p><u>Tolerance, Mutual Respect</u></p> <p>To understand that they can contribute positively to those around them and to society more widely. To respect and appreciate their own and other cultures, faiths and beliefs. To understand that the law allows people to choose which faiths and beliefs they follow. To understand the importance of identifying and combating discrimination.</p> <p><u>PSHE (Go Givers)</u></p> <p>Care for the elderly Culture- The Roma Climate and farming chances <u>Healthy Lifestyle (PE link)</u></p> <p>List of objectives taken from SMSC/RE document.</p> <p><u>My Happy Mind</u></p> <p>Module 5: Relate</p> <p><u>Equality</u></p> <p>“King and King” <i>LO: To understand why people get married</i></p>	<p><u>Sex + Relationships Health Education Drugs Co-operation</u></p> <p>To appreciate that English laws help to keep us safe and happy. To understand the laws in relation to drug education and CSE.</p> <p><u>PSHE (Go Givers)</u></p> <p>Microorganisms</p> <p><u>My Happy Mind</u></p> <p>Module 6: Engage</p> <p><u>Equality</u></p> <p>“Dogs Don’t do Ballet” <i>LO: To know when to be assertive</i></p>
<p>Computing</p>	<p><u>Giving Instructions</u></p> <p>I can plan a short algorithm to control movement or an event (<u>Lego WeDo 2.0 on the iPads and corresponding Lego sets</u>).</p>	<p><u>Using Technology</u></p> <p>I can understand and explain that the internet contains lots of information from different people</p>	<p><u>Using Technology Safely</u></p> <p>I can explain how to decide if a statement on a website is true.</p>	<p><u>Using Technology Safely</u></p> <p>I can understand that there are lots of agencies that can help when we have concerns about</p>

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	<p>I can record a created algorithm (sequence of events). (Lego WeDo 2.0 on the iPads and corresponding Lego sets)</p> <p>I can trial an algorithm (use the steps and see what happens). (Lego WeDo 2.0 on the iPads and corresponding Lego sets)</p>	<p>and that some of this information is accurate whilst other information is not (find examples of information that is true/is not).</p> <p>I can find two pieces of information on the internet about an event that contains two different viewpoints.</p> <p>I can summarise these viewpoints and type them onto a document to be presented with supporting pictures where appropriate (Word on the computers and Note on the iPads).</p>	<p>I can select appropriate keywords to input in an internet search engine to get an accurate 'hit'.</p> <p>I can compare information generated by a search engine and locate the most appropriate 'hit'.</p>	<p>someone's behaviour online (cyberbullying, stranger danger and inappropriate messaging).</p> <p>I can speak too and then recall key contacts to report individuals too</p>
<p>PE</p>	<p><u>Invasion Games</u></p> <p>I can pass and receive a ball with better control; I use space to keep possession of the ball and to move into attacking positions; I can talk about some of the improvements that I need in my games play. I can pass and receive a ball with better control; I can find space in which to play away from defenders; I can make passes to my team mates at the right times; I can make decisions about good attacking options. I can send, receive and travel with a ball with more control; I can identify how to improve games by making changes to</p>	<p><u>OAA</u></p> <p>I can develop listening skills I can create simple body shapes I can listen to instructions from a partner/adult I can begin to think activities through and problem solve I can discuss and work with others in a group I can demonstrate an understanding of how to stay safe</p> <p><u>Dance Cartoons Characters</u></p> <p>I can perform using a range of body actions. I can explore, choose, practise and improve compositional ideas; I can identify what makes performance effective. I can perform using different body actions.</p>	<p><u>Net/Wall</u></p> <p>I can play games with rules; I know why it is important to cool down. I can keep a net game going with my partner; I know what I do best in net games, and what I need to practice most to improve. I can perform most skills with control and consistency; I can vary the speed and direction of the ball when I send it into my partner's court; I can explain what I am good at in net games, and what other are doing well. I know where to position myself to receive a ball; I can vary the speed and direction of the ball when I send it into my</p>	<p><u>Striking and Fielding 3</u></p> <p>I can strike a stationary ball accurately, using different equipment I can choose the best place in which to strike the ball I can co-operate with others as part of a team, working hard to win I can catch at ball, pick it up and throw it more accurately I can co-operate with others as part of a team, working hard to reduce the number of runs that the batting team score I can intercept a ball, stop it, pick it up and return it using different techniques I can talk about the tactics needed to reduce the number of runs that the batting team score</p>

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	<p>the rules. I can make up and play my own invasion games; I can agree with others the rules to our games. I can pass a ball more effectively; I can explain and teach a game to my friends.</p> <p>Swimming Swimming I can swim completely, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively. I can perform safe self-rescue in different water-based situations.</p>	<p>I can explore a range of actions when working with my partner. * I can describe a performance using appropriate vocabulary. I can perform using different body actions, expressing my ideas. * I can use different movement ideas when working with my partner. * I can say why a performance is both expressive and effective. I can perform using different body actions, expressing my ideas.</p>	<p>partner's court; I can explain what is happening to my body when I am playing games. I can play a good forehand shot; I can make up and play my own net game which has a scoring system; I play games with rules and play without disputes.</p> <p>Gymnastics 2 I can make up and perform a sequence of jumps with my partner I can perform symmetrical and asymmetrical shapes I can make up and perform a sequence that has travelling actions, body shapes and balances. I can use changes of speed, level and direction in my sequence I can use the sequence criteria to help me make judgements about my partner's sequence I can make up and perform a sequence with my partner I can talk to my partner about ways that his/her sequence could be improved I can practise with my partner and we can improve our sequence.</p>	<p>I can catch a ball more consistently I can throw a ball overarm with a good technique When fielding, I cover areas in the field in which the batter likes to hit the ball I make a good contribution to team decisions. I can strike a ball with good technique I can bowl accurately and consistently I can make suggestions about how games can be modified I can strike a ball with good technique I can bowl accurately and consistently; I can make suggestions about how games can be modified.</p> <p>Athletics I can run over low obstacles with confidence I can lead with preferred leg I can understand the basic action for running over obstacles I can observe others' running actions and identify differences in body position when running over obstacles I can perform a range of skills linked to jumping for height I can understand the basic technique for a scissors jump I can observe others' jumping and suggest ways of improving</p>
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				<p>technique</p> <p>I understand the need for warming up and cooling down</p> <p>I can perform a range of skills linked to the sling throw</p> <p>I can understand the basic principles and technique of a sling throw</p> <p>I can link different actions with a sling throw</p> <p>I can observe others' throwing and make simple suggestions for improvement</p> <p>I can perform a range of fun relay activities</p> <p>I can understand the basic technique for transferring a relay baton</p> <p>I can work cooperatively as part of a team</p> <p>I can observe others exchanging a baton and make suggestions for improvement</p> <p>I can consolidate my knowledge and understanding of running [speed], jumping [distance] and push throw</p> <p>I can practise and improve running [speed], jumping for distance and the push throw</p> <p>I can observe others running, jumping and throwing, and suggest improvements</p> <p>I can consolidate my knowledge and understanding of sustained running, combination jumps and the pull throw</p> <p>I can practise and improve</p>
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				<p>performance in sustained running, combination jumps and the pull throw</p> <p>I can observe others running, jumping and throwing, and suggest improvements</p>
<u>Art</u>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • I can begin to show facial expressions and body language in my sketches. • I can identify and draw simple objects, and use marks and lines to produce texture. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can explain why I have chosen specific materials to draw with. 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • I can create all the colours I need and use appropriately. • I can successfully use shading to create. • I can experiment with different styles which artists have used. <p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • I can print using at least four colours. • I can create an accurate print design. • I can print onto different materials. 	<p style="text-align: center;"><u>3D</u></p> <ul style="list-style-type: none"> • I can experiment with and combine materials and processes to design and make 3D form. - I can begin to sculpt clay and other mouldable materials. 	<p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • I can use ceramic mosaic. • I can combine visual and tactile qualities using materials from different artists.
<u>DT</u>	<p style="text-align: center;"><u>Use of Materials</u></p> <p>I can use a range of techniques to shape and mould.</p> <ul style="list-style-type: none"> • I can use finishing techniques, showing an awareness of audience. • I can measure carefully so as to make sure I have not made mistakes. • I can attempt to make my product strong. • I can show a good level of expertise when using a range of tools and equipment. 	<p style="text-align: center;"><u>Construction</u></p> <ul style="list-style-type: none"> • I can come up with at least one idea about how to create my product. • I can take account of the ideas of others when designing. • I can suggest some improvements and say what was good and not so good about my original design. 	<p style="text-align: center;"><u>Evaluate</u></p> <p>I can think of how I will check if my design is successful.</p> <ul style="list-style-type: none"> • I can begin to explain how I can improve my original design. • I can evaluate my product, thinking of both appearance and the way it works. • I can take time to consider how I could have made my idea better. <p style="text-align: center;"><u>Mechanisms</u></p> <ul style="list-style-type: none"> • I can add things to my circuits. • I can alter my product after checking it. • I can try out new and different 	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p>I can explain how to be hygienic and safe.</p> <ul style="list-style-type: none"> • I can cook a savory dish. • I can prepare and make dishes in a hygienic and safe manner. <ul style="list-style-type: none"> • I can think what I can do to present my product in an interesting way <p style="text-align: center;"><u>Textiles</u></p> <p>I can think what a user would want when choosing textiles.</p> <ul style="list-style-type: none"> • I can think about how to make my product strong. • I can devise a template. • I can explain how to join things

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			ideas	in a different way.
<u>Music</u>	<u>Performing</u> I can perform a simple part rhythmically. I can improvise using repeated patterns. I can use selected pitches simultaneously to produce simple harmony.	I can sing songs from memory with accurate pitch.	<u>Composing</u> I can use notations to record and interpret sequences of pitches. I can use notation. I can use notations to record compositions in a small group or on my own. I can use my notation in a performance. I can show how I can use dynamics to provide contrast.	<u>Appraising</u> I can listen to attention to detail and recall sounds. I can begin to identify with the style of work of Beethoven, Mozart and Elgar. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
<u>French</u>	I can: say several finger rhymes from memory; sing some traditional French songs from memory; plan and perform a short sketch; listen to a story in French; understand a story in French by using the illustrations and my experience of similar stories to help me; enjoy reading French story books by myself; count how many times I hear a particular word in a song or story; play the word class game; join in with some phrases in a story or song; identify certain phonemes;	I can: count sets of objects and notice how the plural sounds; listen to and join in with stories, songs and finger rhymes; ask and answer some questions; turn statements into questions; read some phrases in a story book; read a recipe from a recipe book; say Happy Christmas, Happy New Year, Happy Easter and Happy Birthday in French; say Happy Christmas, Happy New Year, Happy Easter and Happy Birthday in other languages; sing some French Christmas carols and songs; send Christmas cards, Easter cards and birthday cards to others;	I can: use a bilingual dictionary to check spellings; use a bilingual dictionary to find meanings; understand the abbreviations used for word classes in the dictionary; spell some French words; build sentences using nouns and verbs; build sentences including adjectives, adverbs and conjunctions; identify and use some simple punctuation; understand how pronunciation changes when some words combine together; talk about some celebrations that are special for me and for other	I can: talk to French children about what I like doing; listen to French children to find out what they like doing; use webcams and websites to find out about towns in France; look at a map of Europe and find France and the UK; mark the route from school to a town in France; identify some French ports; recognise music composed by Ravel; recognise some paintings by Degas, Cézanne and Matisse; perform traditional French dances, e.g. <i>Polka des Bébés</i> ; sing a British folk song, e.g. Strawberry Fair; perform a traditional British

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	identify rhyming words in a song; hear the plural form of nouns and adjectives;		people;	dance.
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