**Year(s) 3/4 Overview 2016-7**

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|  | **Autumn** | **Spring** | **Summer** |
| **Text(s) leading learning** | Running Wild Michael Morpurgo | Invention/inventor / journey themed stories - space | The Indian in the Cupboard – Lynne Reid BanksNative American Folk talesHiawatha - Longfellow |
| **Literacy**  | Y3/4New national curriculum for English 2014 |
| **Maths** | Y3/4 New national curriculum for maths 2014 |
| **RE** | Jewish family life [Aut 1] | Parables [Spr 1] | Religious artefacts[Sum 1/2] |
| Faith and the ArtsChristmas [Aut 2] | Caring for creation [Spr 2] | Islam - family life[Sum 1/2] |
| **Science** | Plants (Y3/4)Living things and their habitats (Y4) | RocksLightForces and magnets | Animals including humans - NutritionSkeletons / musclesDigestive system - teeth, food chains |
| **Computer Science KS2** | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsUnderstand computer networks including the internet; how they can provide multiple services, such as the World Wide Web Appreciate how [search] results are selected and ranked |
| **Information Technology KS2** | Use search technologies effectively 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 |
| **Digital Literacy KS2** | Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| **History** | - | Famous explorers | History of Native Americans - explore different theories |
| **Geography** | **Locational knowledge** **Place knowledge****Human and physical geography**Indonesian rainforest  | **Geographical skills and fieldwork**  | **Locational knowledge** **Place knowledge****Human and physical geography**North America  |
| **Art** | Oenone HammersleyInfluence of work & colour of Gauguin, Matisse & Rousseau,  | Mechanisms - cogs etcPrinting / 3D contour | Northwest Pacific Coast artworkDreamcatchers |
| **DT** | DesignMakeEvaluateTechnical Knowledge | Make different Native American homes - link to natural resources |
| **PE** | Bouncing skillsGames to develop skills | Kicking skillsGames to develop skills | Striking skillsGames to develop skills |
| **Music****Using Music Express****Age 7-8 units** | Y3 - Singfst '16 - vocalY4 - Brass instrument tuition - Wider OppsMusic Express Aut 1Environment – *Exploring composition* | Y3 - Singfst '16 - vocalMusic Express Spr 1Time – *Exploring beat* | Schoolsfest songsMusic Express Sum 1Human Body –*Exploring Structure* |
| Music Express Aut 2Sounds-*Exploring sounds* | Music Express Spr 2Communication-*Exploring pitch* | Music Express Sum 2Food/drink –*Exploring performance* |