**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 Banks  Native American Folk tales  Hiawatha - 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 Arts  Christmas [Aut 2] | Caring for creation [Spr 2] | Islam - family life  [Sum 1/2] |
| **Science** | Plants (Y3/4)  Living things and their habitats (Y4) | Rocks  Light  Forces and magnets | Animals including humans -  Nutrition  Skeletons / muscles  Digestive 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 output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Understand 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 Hammersley  Influence of work & colour of Gauguin, Matisse & Rousseau, | Mechanisms - cogs etc  Printing / 3D contour | Northwest Pacific Coast artwork  Dreamcatchers |
| **DT** | Design  Make  Evaluate  Technical Knowledge | | Make different Native American homes - link to natural resources |
| **PE** | Bouncing skills  Games to develop skills | Kicking skills  Games to develop skills | Striking skills  Games to develop skills |
| **Music**  **Using Music Express**  **Age 7-8 units** | Y3 - Singfst '16 - vocal  Y4 - Brass instrument tuition - Wider Opps  Music Express Aut 1  Environment – *Exploring composition* | Y3 - Singfst '16 - vocal  Music Express Spr 1  Time –  *Exploring beat* | Schoolsfest songs  Music Express Sum 1  Human Body –  *Exploring Structure* |
| Music Express Aut 2  Sounds-  *Exploring sounds* | Music Express Spr 2  Communication-  *Exploring pitch* | Music Express Sum 2  Food/drink –  *Exploring performance* |