Learning Journey Overview Y\_3/4\_\_\_ 2017-18

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|  | Autumn 2017 | | Spring 2018 | Summer 2018 | |
| Whole school  theme | Time travellers | | *Books* | Around the World | |
| Texts to lead learning  *PICTURE BOOKS mainly* | Escape from Rome by Catherine Lawrence  The SandalThe Sandal by Tony Bradman  The Orchard Book of Roman Myths (Romulus and Remus)  The Wolf’s Story by Toby Forward | |  | The Egypt Game by Z Keatley Snyder | |
| Literacy | Following the Y\_3/4 national curriculum  Using Babcock Spelling and grammar to support EGPS | | | | |
| Author focus |  | |  |  | |
| Numeracy | Following the Y\_3/4 national curriculum  Using White Rose hub and NCETM to lead teaching and learning | | | | |
| Science  *Working scientifically* | **Light – Y3 curriculum**  Recognise that we need light to see things and dark is the absence of light.  Notice light is reflecting from surfaces and recognise dangers of sun to eyes and ways to protect them.  Investigate how shadows are formed and find patterns in the way the size of shadows change.  **Sound – Y4 curriculum**  Identify how sounds are made and recognise that vibrations from sounds travel through a medium to reach the ear.  Find patterns between pitch of sound and features of the object that produces it.  Find patterns between the volume of a sound and the strength of the vibrations also recognising that sound gets fainter as the distance from the sound source increases. | | **States of Matter – Y4 curriculum**  Compare and group materials according to solids, liquids, gases  Observe some materials change state when heated or cooled – measure and research temperature at which this happens (®C)  Identify part played by evaporation and condensation in the water cycle and associate rate of evaporation with temperature  **Electricity – Y4 curriculum**  Identify appliances that run on electricity.  Construct simple series circuits, naming basic parts (cell, wire, bulb, buzzer, switch).  Identify if bulb will light in simple series circuit – is the circuit complete?  Recognise a switch opens and closes and effect this has on bulb.  Recognise common conductors / insulators of electricity.  **GROW A SUNFLOWER** | **Plants – Y3 curriculum**  Identify and describe functions of parts of a flowering plant (root, stem/trunk, leaf, flower).  Explore requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.  Investigate ways in which water is transported within plants.  Explore part flowers play in life cycle of flowering plants – pollination, seed formation and seed dispersal. | |
| History | The **Roman Empire and its impact on Britain**  (Trip to Dewa Experience in Chester – subject to costings)  Julius Caesar’s attempted invasion in 55-54BC  Roman Empire by AD42 and the power of its army.  Successful invasion of Claudius and conquest.  ‘Romanisation’ of Britain – culture and beliefs.  (*Possible contact with Rev Alison’s brother – archaeologist who has worked on Roman excavation)* | |  | Ancient Egypt - the achievements of an early civilization  An overview of where and when the first civilisations appeared. | |
| Geography | Locational knowledge:  Expansion of Roman Empire - identify places / capitals - then and now – Europe and North Africa.  Focus on Italy as a European country  Investigate physical characteristics of Italy  Investigate human characteristics of Italy.  (*Possible contact with school in Italian lakes)* | |  | Physical geography - Study the River Nile / water cycle  Human geography - types of settlement / land use | |
| Art | Art form:  Mosaics - investigate mosaics / design and create own mosaic  Clay sculpture – create a 3D clay image of Italy incorporating physical features (geography link) | | Art form:  Marbling  Illustrator study  Art of Lettering - calligraphy | Art form:  Hieroglyphics / model making (Tutankhamun’s death mask)  Silk painting | |
| D&T | Design and make a Roman catapult.  Make a Roman shield – create model for possible use on front cover | | Create information book with pull out reveal answers / facts and turning wheel reveal answers / facts.  Make paper - papyrus | Explore how the Ancient Egyptians moved heavy stones without cranes. | |
| Computer science | Design, write and debug program that accomplish specific goals – building on work begun last year on Scratch. | |  |  | |
| Music  (Music Express to lead teaching and learning) | Genre: Opera (Italian origin)  Composer: Verdi  ME Units:  Y3 BUILDING  Exploring beat  Y3 SOUNDS  Exploring sound | | Genre: Folk music  ME Units:  Y3 Environment  Exploring composition  Y3 POETRY  Exploring performance | Genre: Pop  *Famous Egyptian Popstars*  ME Units:  Y4 ANCIENT WORLDS  Exploring structure  Y4 AROUND THE WORLD  Exploring pitch | |
| RE | Values – Christianity  **Hope**  Beliefs and Teachings – Christianity  **Descriptions of God: Sustainer; creator; loving; saviour** | | Practices and ways of life – Judaism  **How Jews show respect for the Torah – Annual cycle of readings Torah given at Mount Sinai (Shavuot)**  Practices and ways of life  **Bible as a basis of faith** | Beliefs and Teachings – Islam  **Messengers of Allah. Stories from the life of Muhammad**  Identify belonging and diversity – Islam  **Wearing specific clothing** | |
| PE | To be taught by Sportscape using Amaven Platform | | To be taught by Sportscpae using Amaven Platform  Swimming lessons – 10 weeks | To be taught by Sportscape using Amaven Platform | |
| French | Y3 French greetings, the French alphabet, colours, numbers, months, days, dates, pets and members of the family. | | | | |
| Y4 Locations, the town, the weather, school, time, numbers and been introduced to French verbs. | | | | |
| Philosophy for Children P4C | Is it ok for countries to invade and take over another country? | What would the world be like without books? | | |  |
| UNCHR  Rights of the child | Article 29: Goals of education Children’s education should develop each child’s personality, talents and abilities to the fullest. | Article 17: Children have the right to get information that is important to their health and well-being…Children should have access to children’s books. | | |  |