

## Learning Journey Overview Year 3 / 4 2020- 21

|                               | <b>Autumn 2020</b>   | <b>Spring 2021</b>  | <b>Summer 2021</b>  |
|-------------------------------|--|---|---|
| <b>Whole School Theme</b>     | A Sense of place;<br>A sense of belonging  | Into the Forest<br>(rainforest)   | Farming   |
|                               | <i>Why do this matter? What does this mean to me?</i>  |   |   |
| <b>Texts to lead learning</b> | Snowy – Berlie Doherty<br>Gaspard the Fox  | Jungledrop-Abi<br>Elphinstone; The Tin<br>Forest; Pongo -Jesse<br>Hodgson<br>Rainforests in 30 Seconds  | <i>Charlotte's Webb</i><br>Egypt Magnified<br>Secrets of a Sun King<br>Emma Carroll   |
| <b>English</b>                | Following Year 2, 3 and 4 National Curriculum to cover reading, writing and EGPS<br>Recovery curriculum  |   |   |
| <b>Mathematics</b>            | Following Year 2, 3 and 4 National Curriculum<br>Recovery curriculum   |   |   |
| <b>Science</b>                | Light; how we see; reflection;<br>shadows<br>Sound   | Plants<br>Animals including humans<br>– animals from the story<br>and humans<br>(include Materials –<br>evaporation and<br>condensation in the water<br>cycle)<br><b>David Attenborough</b>                                   | Materials – changes in state<br>Rocks and soils   |
|                               | NL   | B/O Plants y2, Animals inc<br>Humans y2   |   |
| <b>Working Scientifically</b> | Asking relevant questions and<br>using different types of<br>scientific enquiries to answer<br>them  | Gathering, recording,<br>classifying and presenting<br>data in a variety of ways to<br>help in answering<br>questions<br>Using straightforward<br>scientific evidence to<br>answer questions or to<br>support their findings. | Making systematic and careful<br>observations and, where<br>appropriate, taking accurate<br>measurements using standard<br>units, using a range of equipment,<br>including thermometers and data<br>loggers |
| <b>History</b>                | Canals – local and national<br>system / why were they built;<br>changes in uses<br><b>Thomas Telford</b> - Engineer                                |   | Ancient Egyptians – civilisation<br>Farming along the River Nile  |
|                               | NL   |   | NL  |
| <b>Geography</b>              | Human geography – canals<br>(field study)<br>Record findings digitally and<br>using sketch maps<br>Research and compare canals<br>around the world | Rainforests around the<br>world – layers of the<br>rainforest<br>Indonesian rainforest –<br>habitat<br>Deforestation – why?   | Rivers– particular focus on the<br>physical features of the River Nile  |
|                               | B/O: map drawing   | B/O: Plants and living<br>things  | B/O: Aut term (canals) – different<br>water courses   |
| <b>Art</b>                    | A sense of me – self- portraits:<br>charcoal – light and dark<br><b>Frida Kahlo</b><br><b>Drawing</b>  | <b>Henri Rousseau</b> – Jungle<br>paintings<br><b>Painting / mixed media -<br/>collage</b>  | Egyptian farming scenes<br>ink on papyrus – <b>Drawing/painting</b>   |
|                               | NL   | B/O painting skills   | NL  |
| <b>D&amp;T</b>                | Locks – design - investigate   | Food technology<br>'forest fruits'  | Make a shaduf<br>(tools,measuring)  |
|                               | NL   | NL  | B/O: Canal locks – moving water<br>Aut term   |
| <b>Computing</b>              | <i>Digital literacy</i> – how to use<br>technology safely and<br>respectfully  | CS – algorithms – set of<br>instructions / debugging<br>errors; <i>Digital literacy</i> -   | <i>IT</i> - Combining more than 1 source<br>of info within presentation eg<br>power point; <i>Digital literacy</i> - How  |

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|                               | CS – algorithms for how locks work.<br>NL  | How to identify online risks;<br>B/O keeping safe on line   | to use technology respectfully (eg permissions)<br>NL  |
| <b>Music</b>                  | Folk music – links to people, places and stories<br>use and understand staff and other musical notations<br>record, compose and play own songs   | Creating rainforest music using body and tuned percussion.  | Folk music<br><a href="https://folkcloud.com/folk-music-by-country/egypt">https://folkcloud.com/folk-music-by-country/egypt</a><br>appreciate & understand a wide range of high-quality live & recorded music drawn from different traditions & from great composers & musicians |
|                               | NL: genre<br>B/O: notation learned by Y4 (Aut Y3)  | B/O – African drumming and body percussion.   | B/O: Compare with folk music –Aut term   |
| <b>RE</b>                     | Water as a symbol in Christianity – its meaning and in particular the sacrament of baptism.  | What are the important events in a Jewish person's life?  | What do Muslims say God is like?   |
|                               | NL   | NL  | NL   |
|                               | What is good news for Christians in the Christmas story?   | What can we learn about Easter from the arts?   | How do Christians look after the wider world and why?  |
|                               | B/O characters of the Christmas story  | B/O Easter story KS1  | B/O  |
| <b>PE</b>                     | Developing strength and flexibility through hockey and basketball.   | Developing throwing and catching and jumping through gymnastics and football  | Developing control and balance and running through athletics and striking & fielding   |
| <b>French</b>                 | Y3 Greetings, key questions, colours, alphabet   | Y3 Months, seasons, numbers (1), dates  | Y3 Days, pets, family  |
|                               | Y4 Where I live; Places in town; Directions dictionaries   | Y4 Weather<br>School places<br>School objects   | Y4 Time<br>School subjects<br>Numbers(2)   |
| <b>Rights of the child</b>    | Article 24 (LYFTA)<br>Every child has the right to the best possible health<br>Article 19<br>Governments must do all they can to protect children from all forms of violence, abuse and neglect from parents or anyone else who looks after them | Article 30<br>Every child has the right to learn and use the language, customs and religions of their family, whether they are shared by the majority of people in the country. | Article 6<br>Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.  |
| <b>RSE</b>                    | CWP: Y3: Valuing difference and keeping safe; Y4: Growing up   |   |  |
|                               | Y3 Body differences  | Y3 Personal Space   | Y3 Help and support  |
|                               | Y4 Changes   | Y4 What is puberty?   | Y4 Healthy relationships   |
| <b>Wellbeing (lunchclub)</b>  | Curriculum for Recovery<br>The Colour Monster<br>The Ideal Self<br>Anti-bullying week Nov  | There are no outsiders in our school<br>Friendship Terrace  | Action for Happiness – GREAT DREAM   |
| <b>Health and safety</b>      | Walk to school week<br>NSPCC – Speak out, shout out<br>Bonfire safety<br>Y4 - Bikeability  | Road safety<br>NHS Self-care award focus (asthma/hayfever/ allergens)<br>Water safety - RNLI  | Sun safety<br>Online safety  |
| <b>Enhancement Enrichment</b> | Harvest Festival/Christmas<br>NSPCC assembly<br>Field study - canal  | Easter  | Imran Kowtal – Q&A   |