



Curriculum Overview: Lower Key Stage Two (Year 3-4)

	Year 3			Year 4		
English	Fiction <ul style="list-style-type: none"> - Traditional Tales – Fables - Traditional Tales – Fairy Tales (alternative versions) - Adventure Stories - Writing and performing a play 	Non-Fiction <ul style="list-style-type: none"> - Recount (a news/sports report of an 'unfolding event') - Instructions - Persuasion – persuasive letter writing 	Poetry <ul style="list-style-type: none"> - Vocabulary Building - Take One Poet – poetry appreciation - Structure- Haiku, Tanka & Kennings - Structure - Limericks 	Fiction <ul style="list-style-type: none"> - Traditional Tales – Myths (quests) - A story/stories with a theme - Story settings - Writing and performing a play 	Non-Fiction <ul style="list-style-type: none"> - Reports - Persuasion - Explanation 	Poetry <ul style="list-style-type: none"> - Take One Poet – Poetry Appreciation - Structure – Narrative poetry - Structure – riddles - Vocabulary building
	Mathematics	Counting and ordering number	Counting and ordering number	Counting and ordering number	Counting and ordering number	Counting and ordering number
Addition and Subtraction Fractions Geometry		Multiplication and division Measures Statistics	Four operations Fractions Geometry Measures	Addition and Subtraction Fractions Geometry	Multiplication and division Measures Statistics	Four operations Fractions Geometry Measures

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Science	<p>Pupils should be taught to:</p> <p>Plants -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals, including humans -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter.</p> <p>Light -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change.</p> <p>Forces and magnets -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Living things and habitats -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Digestive system and food chains -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>States of matter -compare and group materials together, according to whether they are solids, liquids or gases -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) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Sound -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Electricity -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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 -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors.</p>

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History	Pupils should be taught to: - continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms. - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources.	
	<u>Changes in Britain from the Stone Age to the Iron Age</u> <u>Roman Empire</u> -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudicca -'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	<u>The Tudors</u> a study of the Tudor dynasty and the success of Henry VIII and Elizabeth 1, as well as creation of the Church of England <u>Mayan civilisation</u> a non-European society that provides contrasts with British history c. AD 900 <u>Britain's settlement by Anglo-Saxons and Scots</u> Anglo-Saxon invasions, settlements and kingdoms: place names and village life <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> Viking raids and invasion
Geography	Pupils should be taught to: <u>Locational knowledge</u> -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Human geography</u> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Pupils should be taught to: <u>Locational knowledge</u> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (Maya civilisation) <u>Human geography</u> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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RE	<p>Christianity, Islam (Y3) and Hinduism (Y4):</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community; • Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world; • Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief; • Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives; • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words; • Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them; • Use specialist vocabulary in communicating their knowledge and understanding; • Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities. <p>In exploring these aspects of the religions, the children will also reflect on:</p> <ul style="list-style-type: none"> • Their own sense of who they are and their uniqueness as a person in a family, community and world; • What they believe, what they think is important and how these influence their day-to-day lives. 	
Computing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	

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Music	Pupils should be taught to: <ul style="list-style-type: none"> - -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - -improvise and compose music for a range of purposes using the inter-related dimensions of music - -listen with attention to detail and recall sounds with increasing aural memory - -use and understand staff and other musical notations - -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - -develop an understanding of the history of music. 	
PE	Pupils should be taught to: <p><u>Games/Gym/Dance</u></p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Swimming</u></p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations. 	
Art & Design	Pupils should be taught to: <ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. 	

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Design Technology	<p>Pupils should be taught to:</p> <p>Design -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products.</p>	



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German	<ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* -present ideas and information orally to a range of audiences* -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally* and in writing 	

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Personal, Social and Health Education and Citizenship	<p>Health and Wellbeing</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	

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Personal, Social and Health Education and Citizenship	<p>Relationships</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	

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<p><u>Living in the Wider World</u></p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>January 2017 additions:</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	