



Carleton Park Curriculum Overview

Year 3 and 4 (Cycle A)

LKS2 - Cycle A	Term 1 'Sweets Glorious Sweets'	Term 2 'Is Antarctica the coldest place on Earth?'	Term 3 'Were the Romans really rotten?'
Science	<u>Digestive system / teeth / healthy diet</u> 4.1 To explain how the digestive system works. 4.2 To label a diagram of the digestive system. 4.3 To explain simple functions of the basic parts of the digestive system 2 To describe and name the parts of the skeleton. 4.4 To identify different types of teeth in humans. 3.1 To explain a balanced diet and why this is important. 3. 3.3 To plan a healthy meal using appropriate food groups.	<u>Rocks and soils / Habitats/ heating and cooling</u> 3.1 To find out if/how rocks change over time. 3.2 To explain how fossils are formed. 3.3 To investigate how fossils are similar and different. 3.4 To explain how rocks are formed. 3.5 To explain how rocks are similar and different. 4.1 To investigate how your local habitat changes throughout the year. 4.5 To find out how humans impact on the environment. 4.2 To investigate what happens when materials are heated and cooled. 4.3 To explain at what temperature materials change.	<u>Magnets/ Forces/ Sound</u> 3.1 To predict which magnets will attract and repel each other. 3.2 To explore which materials are not attracted to a magnet. 3.3 To explain and demonstrate which forces do not need contact 4.1 To explore how you can make different sounds. 4.2 To name a variety of sources of sound. 4.3 To explain what happens when you stand in different parts of the playground when the bell goes. 4.4 To find out the best place to put a bell in the school. 4.5 To investigate how sound is made. 4.6 To investigate how you can change the pitch and volume of sounds. 4.7 To investigate which material provides the best insulation.



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<p>Working scientifically Across the year</p>	<p>3/4.1 I can recognize why it is important to collect data to answer questions 3/4.2 I can act on suggestions and put forward my own ideas about how to find the answer to a questions 3/4.3 I can carry out a fair test and explain why it was fair (year 3 with help) 4.4 I can predict what might happen before I carry out any tests. 3/4.4 I can measure length, mass, time and temperatures using suitable equipment. 3/4.5 I can use scientific vocabulary to describe my observations. 3/4.6 I can record my observations, comparisons and measurements using tables, charts, text and labelled diagrams. 3/4.7 I can give reasons for my observations 3/4.8 I can look for patterns in my data (and try to explain them - y4) 3/4.9 I can suggest how to make improvements to my work</p>		
<p>ICT CS - computer science IT - information technology DL - digital literacy</p>	<p>Design programs that accomplish specific goals Write programs that accomplish specific goals design and create content (IT) present information (IT)</p>		<ul style="list-style-type: none"> Understand the opportunities computer networks offer for communication
	<p>write programs that accomplish specific goals (CS) use sequence in programs (CS) use search technologies effectively (IT) use a variety of software to accomplish given goals (IT) collect information (IT) present information (IT) use technology safely and responsibly (DL) identify a range of ways to report concerns about contact (DL) work with various forms of input (CS) work with various forms of output (CS)</p>		



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	<p>design programs that accomplish specific goals (CS) debug programs that accomplish specific goals (CS) use repetition in programs (CS) use search technologies effectively (IT) use a variety of software to accomplish given goals (IT) design and create content (IT) select and use internet services (IT) understand the opportunities computer networks offer for communication (DL) identify a range of ways to report concerns about content and contact (DL) use technology respectfully (DL) recognise acceptable/unacceptable behaviour (DL)</p>		
<p>History</p>	<ul style="list-style-type: none"> • I can ask questions about the past such as , "What was it like for a... during..." • I can present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills. • I can use documents, the Internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to collect evidence about the past. • I can name the date of significant past events that I have studied • I can use dates and terms accurately. 	<ul style="list-style-type: none"> • I can ask questions about the past such as, "What was it like for a... during... (Y4 I can ask relevant questions to learn more about the past.)" • I can present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills. • I can name the date of significant past events that I have studied. • I can describe similarities and differences between some people, events and objects I have studied. • I can choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer. • I can use dates and terms accurately. 	<ul style="list-style-type: none"> • I can use a time line to place events I have found out about (both in this country and abroad Y4). • I understand that a time line can be divided into BC and AD. (into periods. Y4) • I can divide recent history into the present (21st Century), and the past (19th and 20th Centuries). • I can use words and phrases such as era, period, century, decade, before Christ, AD, after, before, during to describe passing time. • I can use evidence to describe houses and settlements, culture and leisure activities, clothes, ways of life and actions, buildings and their uses, attitudes and religion, what was important to people and to show how the lives of rich and poor people from the past differed.



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			<ul style="list-style-type: none"> • I can use documents, the Internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to collect evidence about the past. • I can choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer. • I can use dates and terms accurately.
Geography	<ul style="list-style-type: none"> • I can ask, "Which PHYSICAL and HUMAN features does this place have?" • I can give reasons for why some features are where they are. • I can make detailed sketches of the features of a location. • I can look at maps of areas I am studying and identify features. • I can draw detailed maps and plans. • I can use the information books, including atlases and the internet to find out facts about a location. • I can describe where a place is: country, region and names of towns, cities, and rivers. • I can use the information books, including atlases and the internet to find out facts about a location. • I can draw maps and plans of localities including keys, grid references, four figure grid references, a scale, a compass rose, North and standard OS symbols. • I can use aerial photographs to identify 	<ul style="list-style-type: none"> • I can explain the process of erosion and deposition and how they affect people. • I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains.) • I can look at how a map is a flat representation of a globe. • I can compare places that I have studied using the physical and human features. • I can give some reasons for the similarities and differences between places, using geographical language. • I can summarise an environmental issue either in the local area or an area I am studying. • I can suggest solutions to different points of view as to how a locality can be improved. • I can collect statistics about people and places and present them appropriately. • I can find out about places and features 	<p>Any Geography objectives not covered in Autumn & Spring term revisited though Roman's topic.</p>



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	<p>buildings and land use and to help describe a location in more detail.</p> <ul style="list-style-type: none"> I can say where a place is using continent, country, region and place names. I can name the significant places and features of a location I am studying. I can describe some geographical regions of the UK and their identifying human and physical characteristics, key topographical features, including hills, mountains, coasts and rivers, I can describe land-use patterns; and understand how some of these aspects have changed over time. 	<p>by either going to that place to observe or by deciding which will be the best sources of information to look at.</p> <ul style="list-style-type: none"> I can make detailed field sketches of the features of a location, labelling them with appropriate geography words. I can look at and make detailed maps of areas I am studying. 	
<p>Art</p>	<p>3.1 To create sketch books to record their observations (4.1 and use them to review ideas) 3.2/4.2 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay) 3.3/ 4.3 About great artists, architects and designers in history</p>		
<p><u>Drawing</u></p> <ul style="list-style-type: none"> wax paint ink <p>*Andy Warhol artwork</p> <p>*Sweet packaging design</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> rubbings embossed relief <p><u>Painting</u></p> <ul style="list-style-type: none"> landscapes colour/techniques <p>*Antarctica college</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> portraits human figures <p>*Roman soldier sketches</p> <p><u>Large collaborative</u></p> <ul style="list-style-type: none"> Art piece - Indoor/outdoor mosaic <p>*Roman Mosaic</p>	



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<p>DT</p>	<p><u>Design</u> 3.1 Use research to inform the design of (4.1 innovative,)functional, appealing products that are fit for purpose, (4.1 aimed at particular individuals or groups)</p> <p><u>Make</u> 3.2/4.2 Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately 3.3 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients (4.3 according to their functional properties and aesthetic qualities)</p> <p><u>Evaluate</u> 3.4/4.4 Investigate a range of existing products. 3.5/4.5 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 4.6 Understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u> 3.6 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 4.7 Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</p>		
	<p><u>Cooking</u> Prepare a savoury food item with packaging Prepare a sweet food item with packaging</p>	<p><u>Product Design</u> Materials project eg waterproofing, needs to float etc</p>	<p><u>Construction product - Moving Mechanism</u> Product to include a more unusual lever (e.g. air trigger, pneumatics, Roman Chariots)</p>
<p>RE (2014 WAS)</p>	<p>Who do some people think Jesus was inspirational? Who can inspire us? How and why do Hindus celebrate Divali? Why do Christians celebrate Advent?</p>	<p>How can we live a good life? Christian and Muslim (including 5 Pillars of Islam) Easter story and its significance to Christians</p>	<p>Our beautiful world How are beliefs expressed through art?</p>
<p>Music</p>	<p>3 I can sing songs from memory. 3 I sing with accurate pitch. 3 I can maintain a simple part within a group. 3 I play notes on instruments with care so</p>	<p>4 I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). 4 I know how to make creative use of the way sounds can be changed, organised and</p>	<p>3 I describe music using words such as duration, timbre, pitch beat, tempo, and texture. 3 I know how many beats in a minim, crotchet and semibreve and I recognise</p>



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	<p>they sound clear.</p> <p>3 I perform with control and awareness of what others in the group are singing or playing.</p> <p>3 I compose and perform melodies and songs. (Including using ICT.)</p>	<p>controlled (including ICT).</p> <p>4 I can create rhythmic patterns with an awareness of timbre and duration.</p> <p>4 I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</p>	<p>their symbols.</p> <p>3 I know the symbol for a rest in music, and use silence for effect in my music.</p> <p>4 I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</p> <p>4 I can create music using standard musical notation of crotchet, minim and semibreve.</p> <p>4 I create songs with an understanding of the relationship between lyrics and melody.</p> <p>4 I can perform in front of an audience.</p>
<p>PE/Games/Dance (Val Sabin Units)</p>	<p><u>Autumn 1</u> <u>Year 4 -</u> Swimming Dance - Unit 1 - Zumba</p> <p><u>Year 3</u> Outdoor games - Unit 2 - Creative Games Making Dance - Unit 1 - Zumba</p> <p><u>Autumn 2</u></p> <p><u>Year 4 -</u> Swimming Gymnastics - Unit P - balance</p> <p><u>Year 3</u> Gymnastics - Unit L - stretching, curling and</p>	<p><u>Spring 1</u> <u>Year 4</u> Swimming Outdoor games - Unit 3 - Invasion Games</p> <p><u>Year 3</u> Outdoor games - Unit 3 - Net/wall games Dance Unit 4 - Mechanical process and the human engine</p> <p><u>Spring 2</u></p> <p><u>Year 4</u> swimming Outdoor games - Unit 2 - Problem solving and inventing skills</p> <p><u>Year 3 -</u></p>	<p><u>Summer 1</u> <u>Year 4 -</u> swimming Outdoor games - Unit 4 - Striking and developing games</p> <p><u>Year 3 -</u> <u>Gymnastics - Unit M</u> Athletics</p> <p><u>Summer 2</u></p> <p><u>Year 4</u> Swimming Athletics</p>



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	<p>arching. Outdoor games- Unit 1 - Ball skills</p>	<p>Outdoor games - Unit 4 - Striking and fielding skills Gymnastics - unit N - Pathways</p>	<p><u>Year 3</u> Outdoor games - cricket/rounders Athletics</p>
<p>PSCHE (SEAL/CITIZENSHIP)</p>	<p>New beginnings Health - how to look after our bodies What activities we do to keep fit and healthy. Getting on and falling out Bullying</p>	<p>Going for goals Good to be me</p>	<p>Relationships Changes</p>
<p>MFL</p>	<p>Food - Good and bad for your health Hungry Caterpillar - including days of the week. Body parts Christmas</p>	<p>Numbers - (link to Roman numerals) Pancake day Easter</p>	<p>Months of the year Greetings Italian greetings etc linked with Geography topic</p>