

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2 Yr 3 and Yr 4	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history 	<p>What do we already know about the Stone Age? Use Stone Age Mind Map</p> <ul style="list-style-type: none"> • mind map existing knowledge and ideas • What do we want to find out? <p>Understand how our knowledge of the past is constructed from a range of sources. - Produce own cave paintings - see Stone Age Craft Ideas for suggestions</p> <p>Where and what is Skara Brae? What do you know about it?</p>
	Build an overview of world history	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Houses today - what do they look like? How do they differ around the world? Why? Compare typical houses in cold climates with those in warmer climates. What is important when it comes to building a house?</p> <p>What did people eat in the Stone Age?</p>
	Understand Chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<p>What's the earliest thing you can remember? What is the earliest event in history you know about? Draw a timeline and add any events the children are aware of.</p>

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		<ul style="list-style-type: none">• Use dates and terms to describe events	
	Communicate historically	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• change• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p>What are the main differences between life today and in the Stone Age?</p> <p><u>Vocabulary</u> prehistoric, Neolithic, ancestors, archaeologists, nomadic, scavenging, predator, migrate, weapons, hunter, gatherer, flint,</p>

Geography

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	Investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>Session 1: Finding the 5 primary rivers and mark on a map with sources.</p> <p>Session 2: Look at European countries on a map and find key features of their country. Report back to whole class.</p> <p>Session 3: Label features of a river.</p> <p>Session 4: List some safe ways of crossing a river. Give examples of bridges across Europe.</p> <p>Session 5: Flooding disadvantages/Advantages.</p> <p>Session 6:Erosion and deposition.</p> <p>landmass, primary, traversing delta, numerous, source, remote, tributaries, mouth, channel, river bed, water course, estuary, oxbow lake, erosion, deposition</p>
	Investigate patterns	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	

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		<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	
	Communicate geographically	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
Art & Design			
	Develop ideas	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language 	<p>'Cave Paintings' - what images are brought to mind?</p> <p>Produce your own cave paintings -</p> <p>Markings, watercolours, pastels, smudging, sketching, effect, mood,</p>
	Master Techniques	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. 	

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		<ul style="list-style-type: none">• Experiment with creating mood with colour	
		<p>Painting</p> <ul style="list-style-type: none">• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.• Mix colours effectively.• Use watercolour paint to produce washes for backgrounds then add detail.• Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none">• Select and arrange materials for a striking effect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none">• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include texture that conveys feelings, expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail. <p>Drawing</p> <ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture.	

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		<p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric <p>Digital Media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	
	Take inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	
Design & Technology			
	Master practical skills	<p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials</p>	<p>Mechanics: Learn about wheels and axles and how to assemble components so that wheels move freely.</p> <p>Materials: Explore how to cut and measure components and join them appropriately to make a wheeled vehicle.</p>

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		<ul style="list-style-type: none">• Cut materials accurately and safely by selecting appropriate tools.• Measure and mark out to the nearest millimetre.• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).• Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none">• Understand the need for a seam allowance.• Join textiles with appropriate stitching.• Select the most appropriate techniques to decorate textiles. <p>Electricals and electronics</p> <ul style="list-style-type: none">• Create series and parallel circuits <p>Computing</p> <ul style="list-style-type: none">• Control and monitor models using software designed for this purpose. <p>Construction</p> <ul style="list-style-type: none">• Choose suitable techniques to construct products or to repair items.• Strengthen materials using suitable techniques. <p>Mechanics</p> <ul style="list-style-type: none">• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	
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	Design, make, evaluate and improve	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	Design and make a wheeled vehicle for a story character to transport items, e.g a wheeled cart for the BFG to transport the jars of dreams.
	Take inspiration from design throughout history	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work 	

Science

	Work scientifically	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Y3:What do scientists do? Identify the steps to the scientific method- what skills do scientists need? Generate suitable enquiry questions and make careful observations. Plan a comparative fair test. Draw conclusions from careful observations. Record findings using simple scientific language and labelled drawings. Conduct a practical experiment, record findings in a table and draw conclusions from data.</p> <p>Investigate the following scientists: Forensic scientist, microbiologist, pharmacologist, zoologist, botanist, physiotherapist.</p>
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	Biology Understand plants	<ul style="list-style-type: none">• Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	Understand animals and humans	<ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.• Construct and interpret a variety of food chains, identifying producers, predators and prey.• Identify that humans and some animals have skeletons and muscles for support, protection and movement.• 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.	

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	Investigate living things	<ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways.• Explore and use classification keys.• Recognise that environments can change and that this can sometimes pose dangers to specific habitats	<p>Y4 – Animals and living things</p> <ol style="list-style-type: none">1. Grouping Living Things To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.2. Classifying Vertebrates To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.3. Invertebrate Hunt To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.4. Classification Keys To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys.5. Local Habitat Survey To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.6. Environmental Changes To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.
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	Understand evolution and inheritance	<ul style="list-style-type: none"> • Identify how plants and animals, including humans, resemble their parents in many features. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Identify how animals and plants are suited to and adapt to their environment in different ways. 	
	Chemistry Investigate materials	<p>Rocks and Soils</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. <p>States of Matter</p> <ul style="list-style-type: none"> • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Y4</p> <ol style="list-style-type: none"> 1. Solid, Liquid or Gas? To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases. 2. Investigating Gases To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses. 3. Heating and Cooling To 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 4. Wonderful Water To 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) by exploring how water can change its state to a solid, liquid or a gas. 5. Evaporation Investigation To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing. 6. The Water Cycle To

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			identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle
	Physics Understand movement, forces and magnets	<ul style="list-style-type: none"> • 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. 	
	Understand light and seeing	<ul style="list-style-type: none"> • 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 a solid object. • Find patterns in the way that the size of shadows change. 	Y3:Vocabulary: Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous Feely bags- understand that light is necessary to see. Investigate reflective surfaces- which material makes the best reflector. Investigate mirrors- use mirrors to create symmetrical patterns & recognise that images in mirrors are reflected. Sun safety- understand and recognise the dangers of sunlight, link to eye health. Investigate and record shadows- how they are formed and how they can be changed.
	Investigate sound and hearing	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 	

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	Understand electrical circuits	<ul style="list-style-type: none">• 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.	
	Understand the Earth's movement in space	<ul style="list-style-type: none">• Describe the movement of the Earth relative to the Sun in the solar system.• Describe the movement of the Moon relative to the Earth	

Computing

	Code	This concept involves developing an understanding of instructions, logic and sequences	
	Connect	This concept involves developing an understanding of how to safely connect with others.	Internet safety, including what to do if you are upset/ worried about anything you see online. Recognising and dealing with cyberbullying. Recognising fake websites.
	Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	
	Collect	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	

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Music

	Perform	<ul style="list-style-type: none">• Sing from memory with accurate pitch.• Sing in tune.• Maintain a simple part within a group.• Pronounce words within a song clearly.• Show control of voice.• Play notes on an instrument with care so that they are clear.• Perform with control and awareness of others.	Download the planning summary for each unit from Charanga. Y4 Charanga units: Mama Mia (Term 1) Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country Glockenspeil 2 (Term 2) Learning basic instrumental skills by playing tunes in varying styles Tune, pitch, compose, instrument, symbol, note, rhythm
	Compose	<ul style="list-style-type: none">• Compose and perform melodic songs.• Use sound to create abstract effects.• Create repeated patterns with a range of instruments.• Create accompaniments for tunes.• Use drones as accompaniments.• Choose, order, combine and control sounds to create an effect.• Use digital technologies to compose pieces of music.	Y3 Charanga units: Let Your Spirit Fly (Term1) and Glockenspiel Stage 1 (Term 2)
	Transcribe	<ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave.• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	
	Describe music	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	

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P.E

Develop practical skills in order to participate, compete and lead a healthy lifestyle

Games

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

Dance

Plan, perform and repeat sequences.

- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.

Gymnastics

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.

Y4 Physical: Performing a variety of dance actions

LESSON 1 THEME: The Spy

To copy and create actions in response to an idea.

To use changes of space to adapt the set material.

LESSON 2 THEME: The Spy

To choose actions which relate to the theme.

To work with a partner to show action and reaction.

LESSON 3 THEME: States of Matter

To use actions, dynamics, spacing and timing to represent a state of matter.

LESSON 4 THEME: States of Matter

To use actions, dynamics, spacing and timing to represent a state of matter.

LESSON 5 THEME: Superpowers

To remember and repeat actions and create dance ideas in response to a stimulus.

LESSON 6 THEME: Superpowers

To use action and reaction when creating ideas with a partner.

LESSON 7 THEME: A trip to...

To remember, repeat and create actions to represent an idea.

LESSON 8 THEME: A trip to...

To use choreographing ideas to change how actions are performed

Y3/4 OAA

LESSON 1 To develop cooperation and teamwork skills.

LESSON 2 To develop communication skills and work effectively with a partner.

LESSON 3 To develop trust and team work.

To be able to follow and give instructions.

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	<ul style="list-style-type: none"> • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. 	<p>LESSON 4 To work effectively in small groups. To develop planning and problem solving skills.</p> <p>LESSON 5 To involve all team members in an activity and work towards a collective goal.</p> <p>LESSON 6 To develop trust and accept support. To be able to listen to others and follow instructions.</p> <p>LESSON 7 To be able to identify objects on a map. To be able to draw and follow a simple map.</p> <p>LESSON 8 To draw a route using directions. To be able to orientate a map and navigate around a grid.</p> <p><u>Y3 Dance Physical skills: Physical:</u> Using canon, unison, formation, dynamics, pathways, direction; Copying and performing actions; Control; Balance</p> <p>LESSON 1 THEME: Machines To create actions in response to a stimulus and move in unison with a partner.</p> <p>LESSON 2 THEME: Machines To create actions to move in contact with a partner or interact with a partner.</p> <p>LESSON 3 THEME: Machines To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.</p> <p>LESSON 4 THEME: Forces and Magnets To work with a partner to choose actions that relate to an idea</p> <p>LESSON 5 THEME: Seasons To remember and repeat actions. To use dynamics to clearly show different phrases.</p> <p>LESSON 6 THEME: Seasons To choose actions which relate to the idea. To use space and timing to make my work look interesting.</p> <p>LESSON 7 THEME: Romans To understand and use formations.</p>
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		<ul style="list-style-type: none"> • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p>To choose poses which relate to the stimulus. LESSON 8 THEME: Romans To use transitions and changes of timing to move into and out of shapes.</p> <p>Y3/4 OAA LESSON 1 To develop cooperation and teamwork skills. LESSON 2 To develop communication skills and work effectively with a partner. LESSON 3 To develop trust and team work. To be able to follow and give instructions. LESSON 4 To work effectively in small groups. To develop planning and problem solving skills. LESSON 5 To involve all team members in an activity and work towards a collective goal. LESSON 6 To develop trust and accept support. To be able to listen to others and follow instructions. LESSON 7 To be able to identify objects on a map. To be able to draw and follow a simple map. LESSON 8 To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>
R.E			
	Understand beliefs and teachings	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>Understand why the Qur'an is special to Muslims and how this is reflected in the way it is treated. Know what is meant by the Muslim belief in tawhid Understand why there are 99 names of Allah Share some stories about Muhammed and other Prophets help Muslims understand the power of God e.g. the creation story. Tawhid (Oneness of Allah)</p>

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			Qur'an Muhammed Allah 99 names
	Understand practices and lifestyles	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<p>Know that significant features in a mosque have links to belief and practice. Identify and label the features of a mosque. Explain how a mosque is used and the importance of prayer to Muslims.</p> <p>Understand the meaning of key words such as tawhid, Iman, Ibadah, akhlaq and be aware of the significance of the Shahadah</p> <p>Tawhid Iman Ibadah A`khlaq Shahadah Masjid/mosque Calligraphy Dome Minaret Mimbar Prayer mats Qiblah Mihrab Allah</p>
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<p>The belief that there is God is one and there is only one God. Understand that Muslims try to live a good life, one that would please Allah. Understand the belief that if Muslims can recite the 99 names of Allah, this shows their devotion to him.</p>

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			Look at prayer beads and identify some characteristics. Identify that these characteristics bring Muslims together worldwide. (For vocab see previous)
	Reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	Identify how it feels to worship in a mosque. Look at the Holy books which are important to Muslims. Identify what influences the choices we make. What would our guiding principles be? Understand there are some questions that have a variety of answers but no one answer is the best one. (For vocab see previous)
	Understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas 	Recognise how the Qur'an describes the attributes and nature of Allah. Look at the pillars of Islam. How does this affect the way a Muslim lives every day? Understand that Muslims are encouraged to follow a straight path. (For vocab see previous)

RHE & PSED

	Families and friendships Positive friendships, including online	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded 	<p>Y4: How do we choose our friends? How are relationships celebrated? How do people show they care for and value each other? How can we approach it when difficulties in friendships arise?</p> <p>Y3: What makes a family? What are the features of family life? How do people care for each other? How can actions affect people around us positively and negatively? What might these actions be?</p>
	Safe Relationships	<ul style="list-style-type: none"> • how to communicate respectfully with friends when using digital devices 	<p>What sorts of things do people like sharing together – with whom? Is this the same for everyone?</p>

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online 	<p>When is it more (or less or never) important for privacy to be kept?</p> <p>Y3: What is appropriate to share with others including online?</p> <p>How can we keep safe online?</p> <p>What are the effects and consequences of bullying?</p> <p>What should we do if we see or experience hurtful behaviour?</p>
MFL			
	<p>Moi and Jeux et Chansons (Y3)</p> <p>Jeux et Chansons Tell me a Story (Y4)</p> <p>Eurostars</p>	<p>Read fluently- This concept involves recognising key vocabulary and phrases.</p> <p>Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> <p>Understand the culture of the countries in which the language is spoken. This concept involves the background knowledge and cultural capital needed to infer meaning from interactions</p>	<p>Use and follow the Eurostars unit as part of the identified approach to MFL.</p> <p>Build upon the previous learning and vocabulary and develop simple conversational skills.</p> <p>Allow opportunities for simple sentence construction.</p>