

# Curriculum Plan Overview Spring 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)
<b>History</b>			
	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> </ul>	Session 1: Invasions Session 2: Roman Roads Session 3: Boudiccas Rebellion Session 4: Hadrians Wall Session 5: Gods and Goddesses Session 6: Roman Baths
	<b>Build an overview of world history</b>	Describe changes that have happened in the locality of the school throughout history. <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	Are there Roman Roads in Britain? Where did the invasions happen? What happened as a result? Roman baths across the world
	<b>Understand Chronology</b>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events</li> </ul>	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.

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<p><b>Communicate historically</b></p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>	<p>What are the main differences between life today and in the Roman era?</p> <p><u>Vocabulary</u> Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, Centurian, shield, chariot, barbarian, Boudicca, gladiator, toga, Julius Caesar, Emperor</p>
--	--	---	---

## Geography

	<p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• 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</li> </ul>	<p><u>Mountains, Volcanoes and earthquakes</u> What is the earth made of? What are fold mountains? How are volcanoes made? How does an earthquake occur? What happens when a volcano erupts? What happens when an earthquake occurs?</p>
--	----------------------------------	---	--

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<p>land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	
<b>Investigate patterns</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	
<b>Communicate geographically</b>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	<p><u>Mountains, Volcanoes and earthquakes</u>            What is the earth made of?            What are fold mountains?            How are volcanoes made?            How does an earthquake occur?</p>

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• 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.</li> </ul>	<p>What happens when a volcano erupts? What happens when an earthquake occurs?</p>
<h2>Art &amp; Design</h2>			
	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language</li> </ul>	<p><b>Roman Mosaics</b> Using collage techniques.</p> <p>Lesson 1: History of mosaics Lesson 2: Colouring of mosaics Lesson 3: designing mosaic pattern for a shield. Lesson 4&amp;5: creating mosaic shield.</p>
	<b>Master Techniques</b>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour</li> </ul>	
		<p>Painting</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> </ul>	

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

## Sculpture

- 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.

## Drawing

- 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.

## Print

- 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

## Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric

## Digital Media

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created</li> </ul>	
	<b>Take inspiration from the greats</b>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	Explore the artist “ Gaudi” <a href="https://blog.mozaico.com/the-best-gaudi-mosaics-from-around-the-world/">https://blog.mozaico.com/the-best-gaudi-mosaics-from-around-the-world/</a>

## Design & Technology

	<b>Master practical skills</b>	<p><b>Food</b> Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>	<p>Creating a Roman draw string purse.</p> <p>Provide a range of different wallets and purses for children to examine and which they then express a preference, and reasons for their choices. Children choose one wallet/purse to examine more closely. They draw a detailed labelled diagram of the purse, including notes on the types of materials used, types of fastenings and the decoration that has been applied.</p> <p>Following clear instructions, children make their own Roman ‘bulla’ purse from circular cloth and using a running stitch to create the drawstring. Encourage children to discuss the differences between this design and the modern purses they have been evaluating. Give children the opportunity to study a range of images of Roman purses to note the style. There could be an option to design and make</p>
--	--------------------------------	--	---

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<p>Electricals and electronics</p> <ul style="list-style-type: none"> <li>• Create series and parallel circuits</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Control and monitor models using software designed for this purpose.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>	<p>a more elaborate version of the 'bulla' or to design a drawstring purse; this involves cutting and stitching together pieces of felt. Whichever option is chosen, show children how to create a stitched hem in which the drawstring is enclosed – an improvement on the bulla design.</p>
	<p><b>Design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul>	<p>Children write a report about their Roman-style purses. In writing their report they evaluate their finished product answering questions, such as: ● What were the design criteria for the purse? Who was the purse designed for? ● How successful is the purse in keeping money secured, and how do you know? ● How did using images of Roman purses help in your design? ● Which features of your decoration are Roman in style? ● How happy are you with your finished product? ● How could you improve your design work next time? ● How has the design of purses changed since Roman times?</p>

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<p><b>Take inspiration from design throughout history</b></p>	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work</li> </ul>	
<h2>Science</h2>			
	<p><b>Work scientifically</b></p>	<ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple, practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>	
	<p><b>Biology</b> <b>Understand plants</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> </ul>	



# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
	<p><b>Understand animals and humans</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> </ul>	<p>Year 3</p> <p>Lesson 1: Nutrition Lesson 2: Types of Skeleton Lesson 3: Naming bones Lesson 4: Functions of a skeleton Lesson 5: Muscles</p> <p>Vocab: Plants, animals, humans, food, nutrition, food groups, Eatwell Guide, nutrients, vitamins, minerals, protein, carbohydrates, fibre, water, fats, repair, digest, saturated fats, unsaturated fats, carnivores, omnivores, herbivores.</p> <p>Year 4</p> <p>Lesson 1: Digestive system Lesson 2: Digestive system functions Lesson 3: Types and functions of teeth Lesson 4: Tooth decay investigation Lesson 5: Tooth decay investigation Lesson 6: Food chains</p> <p>Vocab: Mouth , tongue, oesophagus, intestine, pancreas, molar, incisor, canine, liver, stomach</p>

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<p><b>Investigate living things</b></p>	<ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats</li> </ul>	
	<p><b>Understand evolution and inheritance</b></p>	<ul style="list-style-type: none"> <li>• Identify how plants and animals, including humans, resemble their parents in many features.</li> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Identify how animals and plants are suited to and adapt to their environment in different ways.</li> </ul>	
	<p><b>Chemistry</b></p> <p><b>Investigate materials</b></p>	<p>Rocks and Soils</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li> <li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	<p>Year 3:</p> <p>Lesson 1: Types of rock Lesson 2: Grouping rocks Lesson 3: Fantastic fossils Lesson 4: Mary Anning Lesson 5: Soil formation Lesson 6: Investigating soil permeability</p> <p>Vocab: sedimentary, igneous, metamorphic, absorbent, permeable, granite, marble, chalk</p>

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<p>States of Matter</p> <ul style="list-style-type: none"><li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li><li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>), building on their teaching in mathematics.</li><li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul>	
	<p><b>Physics</b></p> <p><b>Understand movement, forces and magnets</b></p>	<ul style="list-style-type: none"><li>• Compare how things move on different surfaces.</li><li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li><li>• Observe how magnets attract or repel each other and attract some materials and not others.</li><li>• 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.</li><li>• Describe magnets as having two poles.</li><li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>	
	<p><b>Understand light and seeing</b></p>	<ul style="list-style-type: none"><li>• Recognise that they need light in order to see things and that dark is the absence of light.</li><li>• Notice that light is reflected from surfaces.</li><li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li><li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li><li>• Find patterns in the way that the size of shadows change.</li></ul>	

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<b>Investigate sound and hearing</b>	<ul style="list-style-type: none"><li>• Identify how sounds are made, associating some of them with something vibrating.</li><li>• Recognise that vibrations from sounds travel through a medium to the ear.</li></ul>	Year 4 Lesson 1: Good vibrations Lesson 2: Hearing Sounds Lesson 3: Higher and lower pitch Lesson 4: String telephone Lesson 5: Soundproofing Lesson 6: Making music  Vocab: Sound, vibration, volume, pitch, soundwave, base, tone
	<b>Understand electrical circuits</b>	<ul style="list-style-type: none"><li>• Identify common appliances that run on electricity.</li><li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li><li>• 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.</li><li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li><li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li></ul>	
	<b>Understand the Earth's movement in space</b>	<ul style="list-style-type: none"><li>• Describe the movement of the Earth relative to the Sun in the solar system.</li><li>• Describe the movement of the Moon relative to the Earth</li></ul>	

Computing

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<b>Code</b>	This concept involves developing an understanding of instructions, logic and sequences	
	<b>Connect</b>	This concept involves developing an understanding of how to safely connect with others.	
	<b>Communicate</b>	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Year 4- Creating media, photo editing Year 3- Creating media, desktop publishing
	<b>Collect</b>	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	

## Music

	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<p>Download the planning summary for each unit from Charanga.</p> <p>Y4 Charanga units: Stop, anti-bullying rap (Term1) Lean on me (Term 2)</p> <p>Y3 Changa units: Three little birds (Term1) The Dragon song (Term 2)</p> <p><b>Tune, pitch, compose, instrument, symbol, note, rhythm</b></p>
	<b>Compose</b>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<p><b>Transcribe</b></p>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>		
	<p><b>Describe music</b></p>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>		
	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p>	<p>Games</p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p>Dance</p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<p><b>LESSON 1</b></p>	<p>To develop an understanding of yoga. To develop flexibility in the sun salutation flow.</p>
			<p><b>LESSON 2</b></p>	<p>To develop flexibility through yoga.</p>
			<p><b>LESSON 3</b></p>	<p>To develop strength when holding yoga poses.</p>
			<p><b>LESSON 4</b></p>	<p>To work collaboratively with a partner to create a paired yoga flow.</p>
			<p><b>LESSON 5</b></p>	<p>To develop strength when completing arm balances.</p>
			<p><b>LESSON 6</b></p>	<p>To improve flexibility and technique when performing a yoga flow.</p>
			<p><b>LESSON 7</b></p>	<p>To develop flexibility and strength when performing a flow.</p>
			<p><b>LESSON 8</b></p>	<p>To develop balance and fluidity when performing yoga flows.</p>

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• 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).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> </ul>	<p>Year 4- Yoga, rugby</p> <table border="1"> <tr> <td data-bbox="1348 363 1742 472"><b>LESSON 1</b></td> <td data-bbox="1742 363 2134 472">To develop ball handling skills demonstrating increasing control and accuracy.</td> </tr> <tr> <td data-bbox="1348 472 1742 542"><b>LESSON 2</b></td> <td data-bbox="1742 472 2134 542">To develop throwing, catching and running with the ball.</td> </tr> <tr> <td data-bbox="1348 542 1742 612"><b>LESSON 3</b></td> <td data-bbox="1742 542 2134 612">To develop an understanding of tagging rules.</td> </tr> <tr> <td data-bbox="1348 612 1742 683"><b>LESSON 4</b></td> <td data-bbox="1742 612 2134 683">To begin to use the 'forward pass' and 'off side' rule.</td> </tr> <tr> <td data-bbox="1348 683 1742 753"><b>LESSON 5</b></td> <td data-bbox="1742 683 2134 753">To be able to support a teammate when attacking.</td> </tr> <tr> <td data-bbox="1348 753 1742 855"><b>LESSON 6</b></td> <td data-bbox="1742 753 2134 855">To be able to dodge a defender and move into space when running towards the goal.</td> </tr> <tr> <td data-bbox="1348 855 1742 925"><b>LESSON 7</b></td> <td data-bbox="1742 855 2134 925">To develop defending skills and use them in a game situation.</td> </tr> <tr> <td data-bbox="1348 925 1742 1027"><b>LESSON 8</b></td> <td data-bbox="1742 925 2134 1027">To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</td> </tr> </table> <p>Year 3- Yoga, tennis</p> <table border="1"> <tr> <td data-bbox="1348 1129 1742 1200"><b>LESSON 1</b></td> <td data-bbox="1742 1129 2134 1200">To be able to use the ready position.</td> </tr> <tr> <td data-bbox="1348 1200 1742 1270"><b>LESSON 2</b></td> <td data-bbox="1742 1200 2134 1270">To develop ball control and movement skills.</td> </tr> <tr> <td data-bbox="1348 1270 1742 1340"><b>LESSON 3</b></td> <td data-bbox="1742 1270 2134 1340">To develop racket and ball control.</td> </tr> <tr> <td data-bbox="1348 1340 1742 1410"><b>LESSON 4</b></td> <td data-bbox="1742 1340 2134 1410">To develop returning the ball using a forehand groundstroke.</td> </tr> </table>	<b>LESSON 1</b>	To develop ball handling skills demonstrating increasing control and accuracy.	<b>LESSON 2</b>	To develop throwing, catching and running with the ball.	<b>LESSON 3</b>	To develop an understanding of tagging rules.	<b>LESSON 4</b>	To begin to use the 'forward pass' and 'off side' rule.	<b>LESSON 5</b>	To be able to support a teammate when attacking.	<b>LESSON 6</b>	To be able to dodge a defender and move into space when running towards the goal.	<b>LESSON 7</b>	To develop defending skills and use them in a game situation.	<b>LESSON 8</b>	To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.	<b>LESSON 1</b>	To be able to use the ready position.	<b>LESSON 2</b>	To develop ball control and movement skills.	<b>LESSON 3</b>	To develop racket and ball control.	<b>LESSON 4</b>	To develop returning the ball using a forehand groundstroke.
<b>LESSON 1</b>	To develop ball handling skills demonstrating increasing control and accuracy.																										
<b>LESSON 2</b>	To develop throwing, catching and running with the ball.																										
<b>LESSON 3</b>	To develop an understanding of tagging rules.																										
<b>LESSON 4</b>	To begin to use the 'forward pass' and 'off side' rule.																										
<b>LESSON 5</b>	To be able to support a teammate when attacking.																										
<b>LESSON 6</b>	To be able to dodge a defender and move into space when running towards the goal.																										
<b>LESSON 7</b>	To develop defending skills and use them in a game situation.																										
<b>LESSON 8</b>	To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.																										
<b>LESSON 1</b>	To be able to use the ready position.																										
<b>LESSON 2</b>	To develop ball control and movement skills.																										
<b>LESSON 3</b>	To develop racket and ball control.																										
<b>LESSON 4</b>	To develop returning the ball using a forehand groundstroke.																										

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul> <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<p><b>LESSON 5</b></p> <p>To be able to rally using a forehand.</p> <p><b>LESSON 6</b></p> <p>To develop the two handed backhand.</p> <p><b>LESSON 7</b></p> <p>To learn how to score. To develop playing against an opponent.</p> <p><b>LESSON 8</b></p> <p>To work collaboratively with a partner and compete against others.</p>	
			<p>PPA- Dodgeball,</p> <p><b>LESSON 1</b></p> <p>To learn the rules of dodgeball. To be able to play in a mini dodgeball game.</p> <p><b>LESSON 2</b></p> <p>To develop throwing towards a target.</p> <p><b>LESSON 3</b></p> <p>To develop throwing at a moving target.</p> <p><b>LESSON 4</b></p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p><b>LESSON 5</b></p> <p>To develop catching a dodgeball at different heights.</p> <p><b>LESSON 6</b></p> <p>To use your whole body to catch a dodgeball.</p> <p><b>LESSON 7</b></p> <p>To learn how to block using the ball.</p> <p><b>LESSON 8</b></p> <p>To understand the rules of dodgeball and use them to play in a tournament.</p>	



# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

## R.E

	<b>Understand beliefs and teachings</b>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	
	<b>Understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	
	<b>Understand how beliefs are conveyed</b>	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<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> <p>Look at prayer beads and identify some characteristics. Identify that these characteristics bring Muslims together worldwide.</p> <p><b>(For vocab see previous)</b></p>
	<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<p>Identify how it feels to worship in a mosque.</p> <p>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. <b>(For vocab see previous)</b></p>
	<b>Understand values</b>	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas</li> </ul>	<p>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. <b>(For vocab see previous)</b></p>

## RHE & PSED

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

	<b>Belonging to a community</b>	<p>Y3-The value of rules and laws; rights, freedoms and responsibilities the reasons for rules and laws in wider society</p> <ul style="list-style-type: none"> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p>Why do we have rules? What Are Your Rights and Responsibilities? Human rights</p>
		<p>Y4-What makes a community; shared responsibilities the meaning and benefits of living in a community</p> <ul style="list-style-type: none"> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p>Belonging to a community.</p>
	<b>Media literacy and digital resilience</b>	<p>Y3-How the internet is used; assessing information online how the internet can be used positively for leisure, for school and for work</p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> </ul>	

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	
		<p>Y4-How data is shared and used</p> <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<p><b>Money and work</b></p>	<p>Y3-Different jobs and skills; job stereotypes; setting personal goals</p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <ul style="list-style-type: none"> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work</li> </ul> <p>e.g. women in STEM</p>	

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	
		<p>Y4- Making decisions about money; using and keeping money safe</p> <p>how people make different spending decisions based on their budget, values and needs</p> <ul style="list-style-type: none"> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g.charities, single use plastics</li> </ul>	
<b>MFL</b>			
	<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>

# Curriculum Plan Overview Spring 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

--	--	--	--