

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>Session 1. William the Conqueror - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the arrival of King William and the Normans in 1066.</p> <ul style="list-style-type: none"> • I can question how the Normans came to rule Britain in 1066. <p>Session 2. King John- 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 by learning about the significance of the Magna Carta in English history.</p> <ul style="list-style-type: none"> • I can understand why King John is an important king in English history. <p>Session 3. Henry VIII- 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 by learning about the significance of a royal heir in securing the power of a monarchy.</p> <ul style="list-style-type: none"> • I can understand why King Henry VIII wanted an heir. <p>Session 4. Queen Anne- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how Queen Anne helped to create Great Britain as a country.</p> <ul style="list-style-type: none"> • I can understand why Queen Anne was important in creating the United Kingdom of Great Britain.
	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. 	
	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. • Use dates and terms to describe events 	

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	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>5. Queen Victoria Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria's quest for empire.</p> <ul style="list-style-type: none">• I can understand what the British empire meant to Victorian people. <p>6. The Modern Royal Family Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the modern royal family in Britain.</p> <ul style="list-style-type: none">• I can answer questions about our Royal Family.
Normans, rule, reign, Monarch, Tostig, taxes, Domesday Book, Reigned, Medieval, throne, taxes, revolt, rebellion, Magna Carta, Runnymede, Heir, divorce, beheaded, unfaithful, portrait, affairs, religious, faith, pregnant, parliament, desire, prosperity, Great Britain, Acts of Union, monarch, flag, currency, Governing, empire, assassination, Industrial Revolution, mutiny, Benjamin, Disraeli, Australia, New Zealand, Canada, South Africa, India, Jamaica, Barbados, Empress of India,			
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: To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Session 2: To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</p> <p>Session 3: To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</p> <p>Session 4: To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <p>Session 5: To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line.</p> <p>Session 6: To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p> <p>Vocab- Equator, Northern Hemisphere, Southern Hemisphere, map, globe, North and South Pole, Latitude, Longitude, Arctic circle, Antarctic circle, tropics of cancer and Capricorn, Prime Meridian.</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. • Describe geographical similarities and differences between countries. 	

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		<ul style="list-style-type: none"> 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 	
	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. Experiment with creating mood with colour 	

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	<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. <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>Key Vocabulary: Clay, construct, observation, sculptor, sculpture, structure, symmetrical, rolling, pulling, pinching, squeezing, carving, smoothing, joining, crosshatching, techniques, materials</p> <p>Lesson 1: sculpt using different materials Use clay and other mouldable materials-use playdough to develop a range of techniques/ skills.</p> <p>Lesson 2: research crowns and tiaras To learn about the work of a range of artists, craft makers and designers, making links to their own work,</p> <p>Lesson 3: design To use sculpture to develop and share their ideas, experiences and imagination</p> <p>Lesson 4: create sculpture Use clay and other mouldable materials.</p> <p>Lesson 5: paint/ decorate sculpture Add materials to provide interesting detail</p> <p>Lesson 6: evaluate</p>
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		<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> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. 	<p><u>Mechanical Posters:</u></p> <p>Session 1: Introduce levers and linkage mechanisms. Explore and understand how they work.</p> <p>Session 2: Design a mechanical poster with a moving part using a linkage or lever mechanism. Poster must have a royal theme (links to history).</p> <p>Session 3,4,5: Making mechanical posters: measuring, cutting and joining techniques.</p> <p>Session 6: Evaluation of mechanical posters.</p> <p>Vocabulary: Mechanism, lever, linkage, design brief, generate, loose/fixed pivot, guide/bridge, system, input, output.</p> <p><u>Sandwiches for a royal tea party:</u></p>

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		<ul style="list-style-type: none"> • 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). 	<p>One morning to complete task including recall of hygienic practice, working with appropriate utensils safely.</p> <p>Children to assemble ingredients to make sandwiches.</p> <p>Vocabulary: cut, slice, grate, spread, ingredients, assemble, hygiene, prepare, utensils.</p>
	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. 	

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	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>Y4 Session 1: Ask relevant questions. Investigation of the spinner.</p> <p>Session 2: Know the different methods of answering scientific questions. Investigation of the spinner. Session 3: Plan a Scientific enquiry. Ball investigation.</p> <p>Session 4: choose appropriate equipment for an investigation. Ball investigation.</p> <p>Session 5: Record data in a table. Ball investigation.</p> <p>Session 6: Carry out investigation.</p> <p>Vocab: data, table, fair test, variables, measure, investigate.</p>
	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. 	<p>Y3</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <ol style="list-style-type: none"> 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. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

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		<ul style="list-style-type: none"> • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	3. Investigate the way in which water is transported within plants. 4. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 6. Life cycle of flowering plants.
	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. 	
	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 	

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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 	
	Physics Understand movement,	<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. 	

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	forces and magnets	<ul style="list-style-type: none"> • 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. 	
	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. 	
	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. 	<p>Y4</p> <p>Session 1: To report on findings, including oral and written explanations in the context of preparing a presentation on how electricity is generated.</p> <p>Session 2: Identify common appliances that run on electricity by learning to distinguish between appliances that use and do not use electricity, the different types of electricity and identify how to stay safe when using electricity</p> <p>Session 3: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 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</p>

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			<p>simple series circuit, based on whether or not the lamp is part of a complete loop with a battery by</p> <p>Session 4: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Session 5: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Session 6: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Vocab: Circuit, Parallel, series, cells, wires, bulbs, switches, buzzers, appliance.</p>
	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	<p>Y4</p> <p>Repetition in shapes – Logo</p> <ol style="list-style-type: none"> 1 Programming a screen turtle 2 Programming letters 3 Patterns and repeats 4 Using loops to create shapes 5 Breaking things down 6 Creating a program

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	Connect	This concept involves developing an understanding of how to safely connect with others.	Year 3: Sequencing sounds A- Introduction to Scratch, Programming sprites, Ordering commands, Changing appearance of sprites and backdrops, Making an instrument. Vocab: sequence, command, backdrop, sprite, sounds, code
	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.	
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. 	See separate planning documentation from Charanga. -Start to learn the song -Sing the song -sing the song and play instrumental parts within the song Warm up games Flexible games (optional) Improvise Compose
	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. 	Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Listen and appraise activities -Warm up games
	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. 	

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	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. 	
	Develop practical skills in order to participate, compete and lead a healthy lifestyle <p>Games</p> <ul style="list-style-type: none"> • 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. <p>Dance</p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> • 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. <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. 	<p>Year 3- Cricket</p> <p>Develop overarm throwing and catching.</p> <p>Develop underarm bowling.</p> <p>Learn how to grip the bat and develop batting technique.</p> <p>Develop the batting technique.</p> <p>Field a ball using a two handed pick up and a short barrier.</p> <p>Develop overarm bowling technique.</p> <p>Imbedded in small games/ activities throughout: To be able to play the role of bowler, batter, wicket keeper and fielder in a game.</p> <p>Year 3-Athletics</p> <p>Develop the sprinting technique and improve on your personal best.</p> <p>Develop changeover in relay events.</p> <p>Develop fluency and rhythm when running over obstacles.</p> <p>Develop jumping technique in a range of approaches and take off positions.</p> <p>Develop jumping for height and safety on landing.</p> <p>Develop throwing for distance and accuracy.</p> <p>Y4 Rounders</p>

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	<ul style="list-style-type: none">• Show changes of direction, speed and level during a performance.• 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>	
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		<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • 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. 	
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. 	
	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. 	
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	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. 	

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	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 	<p>Y3</p> <p>Big Questions (including Christianity):</p> <p>What does it mean to live a good life?</p> <ol style="list-style-type: none"> 1; Rules and their importance 2. The Ten Commandments 3. Shabbat 4. The Five Pillars of Islam 5. The Five Ks 6. Decisions and dilemmas 7&8. Moral dilemmas 9&10. Living a good life
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RHE & PSED

	Physical health and Mental wellbeing	<p>Y3</p> <p>Health choices and habits; what affects feelings; expressing feelings • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <ul style="list-style-type: none"> • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	<p>Discuss and what a happy mind is and explore what we can do to help with this.</p> <p>Discuss and explore how our lifestyle and habits can affect our thoughts and feelings. Think about what we can do to help manage this.</p> <p>Discuss and explore how feelings can change over time.</p> <p>Vocab: healthy lifestyle, positive and negative effects, well-being, behaviours, habits, strategies, mental health,</p>
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		Y4 Maintaining a balanced lifestyle; oral hygiene and dental care	<p>identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <ul style="list-style-type: none"> the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	Growing and changing	Y3 Personal strengths and achievements; managing and re framing setbacks	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
		Y4 Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing

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	Keeping safe		<p>regularly and using deodorant</p> <ul style="list-style-type: none"> • how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty
		<p>Y3</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
		<p>Y4</p> <p>Medicines and household products; drugs common to everyday life</p>	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break how to ask for help or advice
MFL			

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	<p>The Four Friends and Growing Things (Y3)</p> <p>Carnival of the Animals and What's the Weather like? (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>	