

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. Stone age recap, intro to iron age and settlements. Recap building to children creating/filling out a timeline of the stone age. Intro to iron age delivered with a focus on the Celtic people and their settlements. Children to label a roundhouse with features and description. <i>Key Vocab: civilisations, inhabited, roundhouses, significant</i></p> <p>Session 2. Tools and weapons. Focus on how tools/weapons changed during the iron age, how they were made and their uses. Children to design an iron age tool/weapon depending on a 'profile' that they are given. <i>Key Vocab: significant, ore, specialist, blacksmith, smelting</i></p> <p>Session 3. Farming and Forts. The hill fort was a defining feature of the iron age which played a big part in farming and conflict (conflict looked at in lesson 4) Lesson used to highlight the features of hill forts and how an increase in farming linked to the use of the forts. Children to work in groups to design, draw and label their own hillfort settlements. <i>Key Vocab: fortifications, inhabited, surplus, influential</i></p> <p>Session 4. Conflict. Link to previous session on hillforts. Focus on how the iron age changed the way conflict took place and its frequency. Farming and conflict linked. Celts one of the most successful tribes. Input focused on weapons,</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. 	
	Understand Chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events 	<p>warriors, materials etc. Children to write a set of instructions explaining "how to be an iron-age Celtic warrior". Key Vocab: <i>Conflict, tribes, conquest, significant, dominant</i></p>
	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>Session 5. Analysis and Explain through a diary entry. Input to be based around a recap of previous learning and how to write in the style of a diary. Childrens activity: "You have lived during the iron age, you want to write a diary to tell your future great-grandchildren all about your life during the iron age, and what made these years so significant". Key Vocab: <i>Iron, forts, farming, tools, weapons, improvements.</i></p>
Geography			

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

<p>Vocabulary</p> <p>erosion: the wearing away of rocks</p> <p>transportation: the movement of rocks</p> <p>deposition: the dumping of rocks</p> <p>youthful: a river near its source</p> <p>middle-aged: a river downstream from its source</p> <p>mature: a river near its mouth</p>	<p>Investigate places</p>	<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>Lesson 1: Finding the 5 primary rivers and mark on a map with sources. Where are the worlds rivers? What is a river? Children to draw and label a river. A river has three main stages: youthful, near the source; middle-aged, further downstream and mature, near the mouth. Different types of erosion and deposition happen at each stage.</p> <p>Lesson 2. Look at how rivers shape the land. We will be learning about the four types of erosion, the four types of transportation and learning about what deposition is. Look at the different stages of a river and what types erosion/deposition happen there.</p> <p>Lesson 3. How meanders in rivers are formed. In order to do this, we will be looking at the process of erosion and deposition in more depth. We will also be learning about how an oxbow lake is formed.</p> <p>Lesson 4. What is a coast. Discuss different features you can find on a coastline. Some of the geographic features that are found there are beaches, cliffs, arches, stacks, headlands and bays. These features are formed through the processes of erosion and deposition. Task Draw and label the main physical features seen at a coast.</p> <p>Lesson 5. Define the word 'erosion' and 'deposition'. and what causes erosion at coasts? Describe the physical processes that create: • caves • bays • headlands • arches • stacks • cliffs • beaches.</p>
<p>meanders: bends and changes to direction in a river</p> <p>ox-bow lakes: parts of a meander cut off from the rest of a river</p>	<p>Investigate patterns</p>	<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. • Describe how the locality of the school has changed over time. 	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

<p>delta: where a river splits and spreads out into several branches before entering the sea</p> <p>erosion: the wearing away of rocks</p> <p>deposition: the dumping of rocks</p> <p>tourist destinations: places to visit for a holiday</p>	<p>Communicate geographically</p>	<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			
<p>Theme: landscape</p> <p>Artwork for sketchbooks:</p> <p>Lowry – Industrial Landscape, Returning from home</p> <p>Camille Pissarro – The Boulevard Montmartre at Night</p> <p>Van Gogh – Starry Night</p> <p>John Ndambo – Near Acacia and Home</p>	<p>Develop ideas</p> <p>Master Techniques</p>	<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>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour</p> <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. 	<p>Lesson 1- Look at techniques of drawing using lines. Show Vincent van Gogh 'View from the Wheatfields' 1888 to discuss length, width and direction. Discuss how line can show movement using Vincent Van Gogh 'The Starry Night' 1889. Task- Children practise using different types of lines.</p> <p>Lesson 2 – Texture is the feeling, appearance or consistency of an object or material. It can be natural or man-made, functional or decorative. Find objects around the room Drawing textures. Task - In your sketchbook, experiment drawing different textures with different pencils.</p> <p>Lesson 3- Shading – Look at tone. How does it create shadow? Task – Practise different ways to create tone and shadow.</p> <p>Lesson 4 – Charcoal</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">• 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.	<p>Lesson 5 – Discuss Vincent Van Gogh - Annotate sketches to explain and elaborate ideas. Children to sketch a starry night again, using all techniques learnt. Children to use colour to compare the 2.</p>
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Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> 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>Introduction Unit 2.1 What is design and Technology? (pages 169-172)</p> <ul style="list-style-type: none"> Design process: think, make, break, repeat Think: product design <p>2.7 Shell structures (pages 259-276)</p>

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<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.• 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).	<ol style="list-style-type: none">1. Shell structures: finger fluency2. Shell structures: using CAD3. Shell structures: design inspiration4. Shell structures: guided design-think5. Shell structures: guided design-break6. Shell structures: guided design-re-think
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Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

	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.	
	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.	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	
	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. 	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

	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
	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	Rocks and Soils	<p>State of Matter</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

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

	Investigate materials	<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>gases by sorting and describing materials into solids, liquids and gases.</p> <p>2. Investigating Gases To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.</p> <p>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</p> <p>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.</p> <p>5. Evaporation Investigation To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>6. The Water Cycle identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle</p>
	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 	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<p>attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none">• 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.	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

	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	The internet Lesson 1 Explore how a network can share messages with another network to form the internet. Lesson 2 Internet safety, including what to do if you are upset/ worried about anything you see online. Lesson 3 Recognising and dealing with cyberbullying. Lesson 4 Recognising fake websites. Lesson 5 Creating Media Audio Editing examine devices capable of recording digital audio
	Connect	This concept involves developing an understanding of how to safely connect with others.	
	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. Blown away Recorder book 1 and 2. Y4 Charanga units: (Term 1&2) Learning basic instrumental skills by playing tunes in varying styles Tune, pitch, compose, instrument, symbol, note, rhythm Recap notes from Year 3. B,A,G,E,D,F High C and D
	Compose	<ul style="list-style-type: none">• Compose and perform melodic songs.• Use sound to create abstract effects.	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none">• 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.	
	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.	
PE			
	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<u>Games</u> <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.	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.

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Lead others and act as a respectful team member. <p><u>Dance</u></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><u>Gymnastics</u></p> <ul style="list-style-type: none"> • 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. • 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><u>Swimming</u></p>	<p>LESSON 4 THEME: States of Matter To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>LESSON 5 THEME: Superpowers To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>LESSON 6 THEME: Superpowers To use action and reaction when creating ideas with a partner.</p> <p>LESSON 7 THEME: A trip to... To remember, repeat and create actions to represent an idea.</p> <p>LESSON 8 THEME: A trip to... To use choreographing ideas to change how actions are performed</p> <p>OAA</p> <p>LESSON 1 To develop cooperation and teamwork skills.</p> <p>LESSON 2 To develop communication skills and work effectively with a partner.</p> <p>LESSON 3 To develop trust and team work. To be able to follow and give instructions.</p> <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>
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Curriculum Plan Overview Summer 2020- 21

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Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

	<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><u>Athletics</u></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><u>Outdoor and adventurous activities</u></p> <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.	
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Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

R.E

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>Hinduism Community</p> <p>Lesson 1. Children to have some artefacts on each of their tables. (Children to work in mixed ability groups) Ask the children to discuss/feel each of the objects and what they might be used for. do they know the names of these objects? Talk to the children about each of the objects and ask the children to sketch them in their books and put a caption explaining its use.</p> <p>Lesson 2. Look at the symbols of the Aum, Bindi and Swastika using the PPT Ask children in talking pairs to think of what these symbols might mean to Hindus. Aum – significant to 3 main triads; Ask the chn if they have you ever seen any of these symbols before? Provide resources for children to look through to discover why they are important. Children are then to draw a picture of each symbol in their R.E books and bullet point the importance and symbolism of each symbol.</p> <p>Lesson 3. How is Hindu belief expressed personally and collectively?</p> <p>Lesson 4 How does Hindu worship and celebration build a sense of community?</p> <p>Lesson 5. Worship and celebration. Ways in which worship and celebration engage with/affect the natural world.</p> <p>Lesson 6. Beliefs about creation and natural world</p>
	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. 	
	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 	

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



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RHE & PSED			
<p>Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</p>	<p>Being Me in my world</p>	<ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play and how I fit in • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community 	<p>Lesson 1-Becoming a class team Lesson 2 – Being a school citizen Lesson 3 – Rights, responsibilities and democracy. Lesson 4 – Rewards and consequences Lesson 5 – Our learning charter Lesson 6 – Owning our learning charter</p>
MFL			
	<p>Jeux et Chansons Tell me a Story (Y4) 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>Use and follow the Eurostars unit as part of the identified approach to MFL. Build upon the previous learning and vocabulary and develop simple conversational skills. Allow opportunities for simple sentence construction.</p>

Curriculum Plan Overview Summer 2020- 21

Year Group: 3 and 4

Cycle Year: B



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		<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>	