

Brave Risk-Taker Resilient Prepared		Cycle A Curriculum Overview Adventurers Years 3 & 4						Dimensions
Science	Design and Technology	History	Geography	Art	Music	Computing	PSHE	
<p>To know that some objects float in water while others sink</p> <p>To understand that displacement occurs when you place something in liquid</p> <p>Theme 1 Conflict Athens v Sparta 7 weeks</p>		<p>Pupils should be taught about Ancient Greece</p> <p>To know the location of Greece</p> <p>To learn about the Greek Empire</p> <p>To understand the importance of Athens and Sparta</p> <p>To know about some of the important battles e.g. The Persian Wars</p> <p>To learn about Greek mythology</p> <p>To discover the legacy of the Ancient Greeks e.g. democracy and buildings</p>		<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To identify different variations of pottery design from the past to modern times</p>		<p>To use search technologies effectively, recognise how results are selected and ranked, and be discerning in evaluating digital content</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>To identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed</p> <p>To verify the accuracy and reliability of the information found, distinguishing between fact and opinion</p> <p>To use key words to search for and select appropriate information from the internet and other digital sources</p> <p>To use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>To use ICT safely and appreciate the need to keep electronic data secure</p>	<p>Understand why it is important to listen to others</p> <p>Work co-operatively, showing fairness and consideration to others</p> <p>Reflect on own mistakes and make amends collaboratively</p> <p>Work co-operatively, showing fairness and consideration to others</p> <p>Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>Respond to challenges, including recognising, taking and managing risk</p>	
<p>To recognise that living things can be grouped in a variety of ways</p> <p>To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>To know the different types of teeth in humans and their simple functions</p> <p>To know and describe the simple functions of the basic parts of the digestive system</p> <p>To know how to construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>To know that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Theme 2 Culture Come Fly With Me - Africa 7 weeks</p>		<p>Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>To know the location of the continent of Africa and can identify its largest countries</p> <p>To know about some aspects of African culture</p> <p>To learn about the Benin Early Period</p>	<p>Locate the world's countries</p> <p>To know the location of the continent of Africa and identify its largest countries</p> <p>To know about some aspects of African culture</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn how to make a realistic animal mask</p> <p>To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To know what call and response is in a piece of music</p> <p>To know that call and response is a feature of African music</p> <p>To know that the drum is integral to African music</p> <p>To know how to play hand drums and other percussion to create different sounds</p> <p>To know how important tempo, dynamics and pitch are in call and response singing</p>	<p>To select, use and compare a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>To use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>To use features of layout, presentation and organisation in print and on screen</p> <p>To use editing skills for visual effects</p> <p>To use ICT safely and appreciate the need to keep electronic data secure</p>	<p>Know where different foods come from</p> <p>Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>Begin to make informed lifestyle choices</p> <p>Know about and understand the function of different food groups for a balanced diet</p> <p>Understand why it is important to be part of a community</p> <p>Show awareness of issues affecting communities and groups</p> <p>Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Reflect on how people can take actions, make a positive contribution and have a say in what happens both locally and nationally</p> <p>Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>Recognise how new relationships may develop</p>	
<p>To identify common appliances that run on electricity</p> <p>To know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To 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</p> <p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>To know and identify some common conductors and insulators, and associate metals with being good conductors</p> <p>Theme 3 Communication Lightning Speed 7 weeks</p>	<p>Generate, develop and explain ideas for products to meet a range of needs</p> <p>Identify a purpose and establish criteria for a successful product</p> <p>Evaluate work, adapting and improving where appropriate</p> <p>Communicate design ideas in different ways, eg discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Selecting appropriate tools and techniques, name and describe them</p> <p>Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p> <p>Use research to inform their design</p>			<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To know that music can affect mood and emotions</p> <p>To know how to use tempo and pitch to create drama and evoke different moods</p> <p>To know the features of major and minor tonality</p> <p>To understand and explain their own personal likes and dislikes in music, related back to the elements of music</p>	<p>To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>To understand that the computers in a school are connected together in a network</p> <p>To understand why computers are networked</p> <p>To understand the difference between the internet and the World Wide Web (WWW)</p> <p>To understand that servers on the internet are located across the planet</p> <p>To understand how email is sent across the internet</p>	<p>Show awareness of issues affecting communities and groups</p> <p>Know how to keep safe and how and where to get help</p> <p>Recognise and respond to issue of safety relating to themselves and others</p> <p>Use strategies to stay safe when using ICT and the internet</p> <p>Use ICT safely including using software features and settings</p> <p>Behave safely and responsibly in different situations</p> <p>Follow school rules about health and safety</p>	
<p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To know that vibrations from sounds travel through a medium to the ear</p> <p>To recognise patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>To identify patterns between the pitch of a sound and features of the object that produced it</p> <p>Theme 4 Conservation Picture Our Planet 7 weeks</p>		<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Describe and understand key aspects of physical geography</p> <p>To know some key facts about Brazil, Scotland and Fiji</p> <p>To know some of the physical features of Brazil, Scotland and Fiji</p> <p>To know some of the human features of Brazil, Scotland and Fiji</p> <p>To understand some of the traditions and customs of Brazil, Scotland and Fiji</p> <p>To understand how Brazil, Scotland and Fiji are tackling conservation issues</p>	<p>To know about great artists, architects and designers</p> <p>To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines.</p>	<p>Develop an understanding of the history of music</p> <p>To know what the ancient instruments, the carnyx and the crwth, are</p> <p>To know the origins of Celtic music</p> <p>To know that the bodhran is a Celtic drum</p> <p>To understand what improvisation means</p> <p>To know what a rhythmic pattern is</p>	<p>To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>To identify the opportunities computer networks offer for communication and collaboration, using ICT to exchange ideas and collaborate with others remotely</p> <p>To use ICT safely and appreciate the need to keep electronic data secure</p> <p>To use features of layout, presentation and organisation in print and on screen</p>	<p>Learn about and reflect on their own spending habits/choices</p> <p>Understand why financial management and planning is important from a young age</p> <p>Identify the difference between needs and wants</p> <p>Make decisions, giving consideration to the impact they may have on others</p> <p>Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>Recognise what influences the choices people make about how money is spent</p>		
<p>Know that and observe how some forces need contact between two objects and some forces act at a distance</p> <p>Know that and observe how magnets attract or repel each other and attract some materials and not others</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>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</p> <p>Curriculum May the Force be with you 3 weeks</p>						<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs and work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		
<p>Curriculum Ug 3 weeks</p>		<p>Pupils should be taught about changes in Britain from Stone Age to the Iron Age</p> <p>To develop knowledge and understanding of the Stone Age</p> <p>To develop knowledge and understanding of</p>				<p>Use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>Explore alternative approaches to develop and refine work</p> <p>Save and use stored information to follow</p>		

				the Bronze Age To develop knowledge and understanding of the Iron Age (Celts)				lines of enquiry Verify the accuracy and reliability of the information found, distinguishing between fact and opinion Use key words to search for and select appropriate information from the internet and other digital sources Use features of layout, presentation and organisation in print and on screen Use editing skills for visual effects	
	School Theme The Very Best Version of Me 1 week								To recognise that there are many ways to communicate To understand the need to communicate clearly To understand why it is important to listen to others To talk about their views on issues that affect themselves and their class To talk about their views on issues that affect themselves and their class To know how to communicate their opinions in a group To listen to and show consideration for other people's views
	School Theme The Very Best Version of Me 1 week								Understand the meaning and important of resilience and courage Recognise and know how to deal with situations involving peer pressure Recognise the features of extremism Recognise individuality and celebrate differences Identify and challenge stereotypes, including LGBT, other minority groups and those relevant to extremism
	School Theme STEM Week 1 week								
	Christmas 1 week 13.12.2021								
	Active Week 1 week								To identify the range of jobs carried out by the people they know To reflect on the range of skills needed in different jobs To learn to prepare and cook a variety of dishes To work co-operatively, showing fairness and consideration to others