

Washingwell Primary School  
Creative Curriculum Overview  
Years 3 and 4  
Autumn term



**Science**

**First year:**

- To describe the simple functions of the basic parts of the digestive system
- To identify the different types of teeth in humans and their simple functions
- To construct and interpret a variety of food chains, identify producers, predators and prey

**Second year:**

- To recognise that living things can be grouped in a variety of ways
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

**Working Scientifically**

- To ask relevant questions and use different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in variety of ways to help answer questions
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- To use straightforward scientific evidence to answer questions or to support their findings
- To identify differences, similarities or changes related to simple scientific ideas and processes

### **Second year: Light and Shadows**

- To recognise that they need light in order to see things and that dark is the absence of light
- To know that light is reflected from surfaces
- To recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- To recognise that shadows are formed when the light from a light source is blocked by an opaque object
- To find patterns in the way the size of shadows change

### **Second year: Forces and Magnets**

- To compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- To observe how magnets attract and repel each other and attract some materials and not others
- To 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
- To describe magnets as having two poles
- To predict whether two magnets will attract or repel each other, depending on which poles are facing

### **Working scientifically**

- To ask relevant questions and use different types of scientific enquiries to answer them

	<ul style="list-style-type: none"> <li>• To set up simple practical enquiries, comparative and fair tests</li> <li>• To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>• To use straightforward scientific evidence to answer questions or to support their findings</li> </ul>
<b>Computing</b>	<p><b>First year</b></p> <ul style="list-style-type: none"> <li>• To debug programs that accomplish specific goals</li> </ul> <p><b>Second year</b></p> <ul style="list-style-type: none"> <li>• To select, use and combine a variety of Neolithic software on a range of digital devices to design and create a range of programs content</li> <li>• To use technology safely, respectfully and responsibly</li> </ul>
<b>History</b>	<p><b>First Year:</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of the Roman Empire and its impact on Britain</li> <li>• To develop a secure knowledge of chronology</li> <li>• To devise historical questions – What did the Romans do for us?</li> </ul> <p><b>Non-statutory</b></p> <ul style="list-style-type: none"> <li>• To know why Julius Caesar attempted to invade in 55-54 BC</li> <li>• To know that Claudius successfully invaded and conquered Britain – Hadrian’s Wall</li> <li>• To develop an understanding of the spread of the Roman Empire by AD 42 and the power of its army</li> </ul>

	<ul style="list-style-type: none"> <li>● To have an understanding of British resistance – Boudicca</li> <li>● To understand the impact of Romanisation</li> </ul> <p><b>Second year:</b></p> <ul style="list-style-type: none"> <li>● To develop a chronologically secure knowledge and understanding of world history</li> <li>● To understand the achievements of an early civilisation</li> <li>● To develop appropriate use of historical terms</li> <li>● To understand how our knowledge of the past is constructed from a range of sources</li> <li>● To devise historically valid questions</li> <li>● To study a non-European society that provides contrasts with British history</li> </ul>
<b>Geography</b>	<p><b>First year:</b></p> <ul style="list-style-type: none"> <li>● To locate the world's countries, using maps to focus on Europe – environment, human and physical characteristics</li> <li>● To understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> </ul> <p><b>Second year:</b></p> <ul style="list-style-type: none"> <li>● To locate the world's countries, concentrating on their environment regions, key physical and human characteristics and major cities</li> <li>● To understand and describe key aspects of the climate zones</li> <li>● To understand the distribution of natural resources including energy, food, minerals and water (River Nile)</li> <li>● To use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>

<p><b>Design and Technology</b></p>	<p><b>First year:</b></p> <ul style="list-style-type: none"> <li>• To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• To select from and use a wider range of tools and practical tasks accurately</li> <li>• To investigate and analyse a range of products</li> <li>• To evaluate ideas and products against design criteria and consider the views of others to improve work</li> </ul> <p><b>Second year:</b></p> <ul style="list-style-type: none"> <li>• To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• To select from and use a wider range of tools and practical tasks accurately</li> <li>• To investigate and analyse a range of products</li> <li>• To evaluate ideas and products against design criteria and consider the views of others to improve work</li> <li>• To understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages)</li> </ul>
<p><b>Art and Design</b></p>	<p><b>First year:</b></p> <ul style="list-style-type: none"> <li>• To improve mastery of art and design techniques with sculpture</li> <li>• To record observations and review and revisit ideas</li> </ul> <p><b>Second year:</b></p> <ul style="list-style-type: none"> <li>• To improve mastery of art and design techniques with sculpture</li> <li>• To develop techniques and use of material with creativity, experimentation and increasing an awareness of different types of art, craft and design</li> </ul>

<p><b>Music</b></p>	<p><b>First year:</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to sing and play musically with increasing confidence and control</li> <li>• They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>• To develop an understanding of the history of music</li> </ul> <p><b>Second year:</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to sing and play musically with increasing confidence and control</li> <li>• They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> </ul>
<p><b>RE</b></p>	<p><b>First year:</b></p> <p>Judaism:</p> <ul style="list-style-type: none"> <li>• Symbols</li> <li>• Important artefacts</li> <li>• Places of worship</li> </ul> <p>Christianity:</p> <ul style="list-style-type: none"> <li>• Festivals and celebrations</li> </ul> <p><b>Recall the Christmas Story. How do Christians prepare and celebrate? (Advent).</b></p> <p><b>Second year:</b></p> <p>Hinduism</p> <ul style="list-style-type: none"> <li>• Symbols</li> <li>• Important artefacts</li> </ul>

	<ul style="list-style-type: none"> <li>• Places of worship</li> </ul> <p>Christianity:</p> <ul style="list-style-type: none"> <li>• Festivals and celebrations</li> </ul> <p><b>Discuss the Christmas Story – why is it important to Christians?</b>  <b>Children’s perceptions – do they understand the true meaning of Christmas?</b></p>
<p><b>PSHE</b></p>	<p><b>First year: Self-Awareness and Aspirations</b></p> <ul style="list-style-type: none"> <li>• To recognise their worth as an individual by identifying positive things about themselves and their achievements.</li> <li>• To set simple goals. (long term and short term)</li> <li>• To understand what helps us to overcome barriers to reaching goals.</li> </ul> <p><b>Second year: Self-Awareness and Aspirations</b></p> <ul style="list-style-type: none"> <li>• To identify different jobs and careers in society. (careers adviser)</li> <li>• To understand how to be the “best you can be.”</li> <li>• To know how to develop your own skills to make contributions to the future. (skills for jobs)</li> </ul> <p><b>First year: Relationships</b></p> <ul style="list-style-type: none"> <li>• To be aware of a range of jobs at home and in schools.</li> <li>• To explore the differences between males and females and to name the body parts.</li> <li>• To explore some of the differences between males and females and to understand how this is part of the life cycle.</li> </ul> <p><b>Second year: Relationships</b></p> <ul style="list-style-type: none"> <li>• To recognise and challenge stereotypes.</li> </ul>

	<ul style="list-style-type: none"> <li>• To recognise and challenge prejudice.</li> <li>• To appreciate we are all unique.</li> <li>• To care about other people’s feelings and to try to see things from their point of view.</li> </ul> <p><b>First year: Staying Safe</b></p> <ul style="list-style-type: none"> <li>• To know some ways we can deal with worries.</li> <li>• To understand railway safety.</li> <li>• To know how to deal with an argument.</li> </ul> <p><b>Plus Anti-bullying week.</b></p>
PE	<p><b>First year: basketball and dance</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• perform dances using a range of movement patterns</li> </ul> <p><b>Second year: Swimming and football</b></p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>

**MFL**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help