

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



Science

First year:

- 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 environments
- To compare and group materials together, according to whether they are solids, liquids or gases
- To observe that some materials change state when they are heated and cooled, and measure or research the temperature at which this happens in degrees Celsius
- To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

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 results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

- To identify differences, similarities or changes related to simple scientific ideas and processes
- To use straightforward scientific evidence to answer questions or to support their findings

Second year:

- To identify and describe the functions of different parts of flowering plants: stem, trunk, leaves and flowers.
- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and they how vary from plant to plant.
- To investigate the way in which water is transported in plants.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

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
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- To use straightforward scientific evidence to answer questions or to support their findings

Computing	<p>First year:</p> <ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts • To use sequence selection and repetition in programmes <p>Second year:</p> <ul style="list-style-type: none"> • To select use and combine a variety of software • To understand computer networks including the internet <p>Safer Internet Day.</p>
History	<p>First year:</p> <ul style="list-style-type: none"> • To develop a depth of study linked to an aspect of British history • To develop an understanding of how over several aspects of national history are reflected in the locality • To develop an understanding of a site/aspect of history that is significant in the locality
Geography	<p>First year:</p> <ul style="list-style-type: none"> • To describe and understand key aspects of physical geography, including rivers and the water cycle • To describe and understand key aspects of human geography including land use, including trade links • To describe the journey of a river – key features • To identify the part played by evaporation and condensation • To understand how some physical characteristics change over time <p>Second year:</p> <ul style="list-style-type: none"> • To name, locate and identify characteristic of the four countries and capital cities of the UK • To use maps to focus on Europe, concentrating on key physical and human characteristics, countries and major cities • To understand geographical similarities and differences of a region in Europe

	<ul style="list-style-type: none"> • To describe and understand key aspects of physical geography including climate zones, vegetation belts, river, mountains, volcanoes and earth quakes.
Design and Technology	<p>First year:</p> <ul style="list-style-type: none"> • To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designs • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • To understand how key events and individuals in design technology have helped shape the world • To apply understanding of how to strengthen, stiffen and reinforce more complex structures <p>Second year:</p> <ul style="list-style-type: none"> • To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designs • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • To understand how key events and individuals in design technology have helped shape the world
Art and Design	<p>First year:</p> <ul style="list-style-type: none"> • To develop a range of artistic techniques • To record observation and review and revisit <p>Second year:</p> <ul style="list-style-type: none"> • To create a sketch book to record observation and to study a great artist in history

<p>Music</p>	<p>First year:</p> <ul style="list-style-type: none"> • Pupils should be taught to sing and play musically with increasing confidence and control • They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • listen with attention to detail and recall sounds with increasing aural memory • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>Second year:</p> <ul style="list-style-type: none"> • Pupils should be taught to sing and play musically with increasing confidence and control • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<p>RE</p>	<p>First year:</p> <p>Judaism</p> <ul style="list-style-type: none"> • To understand beliefs and how they impact on lives <p>Christianity</p> <ul style="list-style-type: none"> • To be able to discuss why Good Friday and Easter Sunday are significant to Christians. <p>Second year:</p> <p>Hinduism</p> <ul style="list-style-type: none"> • To understand beliefs and how they impact on lives • What are the key beliefs in Hinduism? • How do Hindu's beliefs impact their daily lives? <p>Christianity</p> <ul style="list-style-type: none"> • To gain a deeper understanding of Jesus' death i.e betrayal.

<p>PSHE</p>	<p>First year:</p> <ul style="list-style-type: none"> • To understand the process of voting and debating. • To know why we have money and how to keep money safe. • To know the differences between wants and needs. <p>Second year:</p> <ul style="list-style-type: none"> • To develop environmental awareness and responsibility. (climate change) • To understand the principles behind fair trade. • To understand how the media presents information.
<p>PE</p>	<p>First year:</p> <ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Second year:</p> <ul style="list-style-type: none"> • 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 • take part in outdoor and adventurous activity challenges both individually and within a team • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations
<p>MFL</p>	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences <p>Taught through Spanish</p>

