	Washingwell Primary School Creative Curriculum Overview Years 3 and 4 Summer term	
Science	**First year:** • To identify how sounds are made, associating some of them with something vibrating • To recognise that vibrations from sounds travel through a medium to the ear • To find patterns between the pitch of a sound and features of the object that produced it • To find patterns between the volume of sound and the strength of the vibrations that produced it • To recognise that sounds get fainter as the distance from the sound source increases • To identify common appliances that run on electricity • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • 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 • To recognise some common conductors and insulators, and associate metals with being good conductors **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 record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- To use straightforward scientific evidence to answer questions or to support their findings

Second year:
- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To describe in simple terms how fossils are formed when things that have lived are trapped within the rock
- To recognise that soils are made from rocks and organic matter
- To identify that some humans and others animals have skeletons and muscles for support, protection and movement
- To identify 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

Working scientifically
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Computing	**First year:** • To use logical reasoning to explain how simple algorithms work and detect errors • To identify a range of ways to report concerns about content and contact **Second year:** • To select use and combine a variety of software • To understand computer networks including the internet
History	**First year:** • To develop a chronologically secure knowledge and understanding of world history • To understand the achievements of an early civilisation • To develop appropriate use of historical terms • To understand our knowledge of the past is constructed from a range of sources **Second year:** • To develop a chronologically secure knowledge and understanding of British history • To address and devise historically valid questions about change, cause, similarity, difference, and significance Non- statutory • To understand have an understanding of the late Neolithic hunter-gathers and early farmers • To study a bronze age religion, technology and travel – Stonehenge
Geography	**First year:** • To locate the world's countries • To understand geographical similarities and differences through the study of human and physical geography • To use maps, atlases, globes and digital/computer mapping to locate counties and describe features

	Second year: • To locate the worlds countries, concentrating on their environment regions, key physical and human characteristic and an major cities • To understand and describe key aspects of the climate zones • To understand the distribution of natural resources including energy, food, minerals and water (River Nile) • To use maps, atlases, globes and digital/computer mapping to locate counties and describe features
Design and Technology	**First year:** • 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 • To select from and use a wider range of tools and practical tasks accurately • To investigate and analyse a range of products • To evaluate ideas and products against design criteria and consider the views of others to improve work • To understand the use of electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) **Second year:** • 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	**First year:** • To develop different design techniques with creativity • To have an increasing awareness of different kinds of art, craft and design

	Second year: • To improve mastery of art and design techniques with sculpture • To develop techniques and use of material with creativity, experimentation and increasing an awareness of different types of art, craft and design
Music	**First year:** Major pentatonic scale • 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. • To improvise and compose music for a range of purposes using the inter related dimensions of music • To use and understand staff and other musical notations **Second year:** • 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
RE	**First year:** Christianity and Judaism • How do Christians and Jews live out their faith in their communities? • What are the key differences between the two religions? **Second year:** Christianity and Hinduism • How does life as Christian and a Hindu compare? • What are the similarities and differences in beliefs?

PSHE	**First year:** Health and Well-being • To understand what a healthy diet consists of. • To know the importance of exercise. • To understand what a healthy lifestyle is. (body/mind) **Second year:** Health and Well-being • To know what legal and illegal drugs are • To know the risks of smoking and drinking alcohol • To understand that bacteria and viruses can affect health and ways to reduce their spread **Second year:** Staying Safe • To be aware that there are hazards in the home • To know how to keep safe in my local environment • To know some ways of managing uncomfortable
PE	**First year:** Athletics • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best **Second year:** Swimming and Athletics • 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
MFL	• appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary