

## 'Once upon a time' overview – Years 3/4 April – July 2023

<b>Summer A – Once upon a time</b>				
<b>Subject</b>	<b>Learning questions</b>	<b>Products</b>	<b>Vocabulary</b>	<b>Curriculum links</b>
<b>History</b>	<ul style="list-style-type: none"> <li>In 1066 who was the rightful heir to the throne?</li> <li>Who was responsible for the death of Thomas Beckett?</li> <li>Who was the worse king – Richard 1 or John?</li> <li>In what ways was Edward 1 a great and terrible king?</li> <li>How did Henry VIII initiate a reformation?</li> <li>Was Elizabeth 1 weak and feeble?</li> </ul>	<p>Argument for the better king – speech</p> <p>Debate/trial for the death of Thomas Beckett</p> <p>For and against table for Edward 1</p>	<p>Heir</p> <p>King</p> <p>Throne</p> <p>Reformation</p> <p>Monarchy</p> <p>Taxes</p> <p>Succession</p>	<p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create either own structured accounts including written narratives and analyses</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>What are the human and physical characteristics of England?</li> <li>What are the human and physical characteristics of Wales?</li> <li>What are the human and physical characteristics of NI?</li> <li>What are the human and physical characteristics of Scotland</li> </ul>	<p>Comparison of UK cities</p> <p>Human and physical features of Scotland, England, NI and Wales</p> <p>Labelled map of UK cities and counties</p>	<p>Cities</p> <p>Region</p> <p>Land use</p> <p>Physical characteristic</p> <p>Human characteristics</p> <p>Country</p> <p>County</p>	<p>Geography – locating English cities – knowing counties, population, classification</p> <p>Use maps, atlases, globes.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>What are the parts of a plant and their functions?</li> <li>What do plants need for life and growth?</li> <li>How is water transported within plants?</li> <li>What part does a flower play in the life cycle of flowering plants?</li> <li>How are living things grouped?</li> <li>How can we classify living things?</li> <li>How do changes in environments pose dangers to living things?</li> </ul>	<p>Labelled diagram of plant with explanation of function</p> <p>Transpiration experiment</p> <p>Classification flow chart</p>	<p>Root</p> <p>Stem</p> <p>Leaves</p> <p>Flower</p> <p>Air</p> <p>Light</p> <p>Water</p> <p>Nutrients</p> <p>Classification</p> <p>Key</p> <p>Environment</p>	<p>To explore requirements of plants for life and growth. Identify the different functions of flowering plants, investigate water transportation and talk about the life cycle of a flower.</p> <p>To recognise that living things can be grouped in a variety of ways, use classification to group, identify and name living things, recognise that environments can change and can pose dangers to living things</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>How do you make light and dark colours from watercolours?</li> <li>What colours are needed to make secondary colours?</li> <li>How can we mix colours to make a variety of shades?</li> </ul>	<p>Watercolour shading – value scale</p> <p>Watercolours of Watermouth Castle</p>	<p>Brush stroke</p> <p>Shade</p> <p>Tone</p> <p>Mixing</p> <p>Saturation</p>	<p>Use sketch books to record observations.</p> <p>Improve mastery of art including drawing and painting with a wide range of materials</p> <p>Create landscapes/ settings for descriptive writing using a range of materials. (watercolours)</p>

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	<ul style="list-style-type: none"> <li>How can a value scale help me to add tone to my artwork?</li> </ul>			
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>What are levers and linkages?</li> <li>How do we use levers and linkage in everyday life?</li> <li>How do levers and linkages work together to make movement?</li> <li>Which part of the system is the input and output?</li> </ul>	<p>Make and test a catapult (STEM)</p> <p>Make a moving picture using levers and linkages</p>	Mechanism Level Linkage Pivot Slot System Input Process Output	To understand and use mechanical systems in their products- levers and linkages
<b>Computing</b>	<ul style="list-style-type: none"> <li>What is data and how is it collected automatically by computers?</li> <li>How do we log data that we have gathered?</li> <li>How do we analyse data?</li> <li>How can we use data to answer questions?</li> </ul>	Table of data with analysis	Question Data Collection Data logger Results Sensor Computers Probe	Presenting – select, use and combine different software to accomplish given goals (collecting, analysing, evaluating and presenting data) – data logging
<b>Religious Education</b>	<p>2.11 How and why do people mark the significant events of life?</p> <p>2.12 How and why do people want to try to make the world a better place?</p>	<p>Comparison table of significant events for Christians, Hindu's and Jews.</p> <p>Create a map of life for a Christian, Hindu or Jew</p> <p>Explain how the Jewish New Year Festival for Trees can mend the world.</p> <p>Comparison of Christian Aid and Islamic relief charities</p> <p>Compare non-religious ways for being good without God</p>	Christian Hindu Jew Separation Significant event Baptism Barmitzvah Sacred thread ceremony  Environment World Christian Jew Muslim Festival Charity Inspirational leaders Faith	Devon SACRE
<b>PSHE</b>	<p><b>Being responsible:</b></p> <ul style="list-style-type: none"> <li>What are my responsibilities?</li> </ul>	Comparison of scenarios	Sensible Responsible Rules	One decision – being responsible – coming home on time

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	<ul style="list-style-type: none"> <li>• What situations is it important to be on time for?</li> <li>• Why are rules at home important?</li> <li>• What does being sensible and responsible look like?</li> <li>• What are the consequences of not being on time?</li> </ul> <p><b>Feelings and emotions:</b></p> <ul style="list-style-type: none"> <li>• What are the range of emotions that I can feel?</li> <li>• How do we communicate verbally and non-verbally?</li> <li>• What is grief?</li> <li>• What skills can I use to support grief?</li> </ul>	<p>Sorting of emotions into pleasant and unpleasant</p> <p>Explore a range of body language</p> <p>Support guide for grief</p>	<p>Consequences</p> <p>Physical Communication Grief Pleasant Unpleasant Loss</p>	<p>One decision – feelings and emotions - grief</p>
<b>MFL</b>	Fortnightly sessions taught by a language specialist from Pilton community college – Spanish			
<b>PE</b>	<p><b>Half Term 1</b></p> <p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy using a small ball.</li> <li>• Throw overarm for distance with increasing accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Cover the court as a team.</li> <li>• Determine when to run on or stop at a base.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Strike a ball with control.</li> <li>• Throw and catch with control and accuracy.</li> <li>• Catch a small ball thrown from a partner.</li> <li>• Send and receive a ball to a partner.</li> <li>• Change direction quickly.</li> <li>• See court spaces, including long and short.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Half Term 2</b></li> <li>-</li> <li>- <b>Invasion games:</b></li> <li>-</li> <li>- This unit will be planned at the time of teaching in response to gaps in learning/upcoming competitions</li> <li>-</li> <li>- <b>Athletics</b></li> <li>-</li> <li>- Sprint over short distances - movement of arms, legs and upper body</li> <li>- Spring over short distances showing control of acceleration and deceleration</li> <li>- Throw overarm to achieve a maximum distance/distance within a marked zone</li> <li>- Throw underarm with accuracy to hit a target</li> <li>- Run steadily over a long distance (pacing/sustaining energy)</li> <li>- Jump in a number of ways showing control over the landing</li> <li>-</li> </ul>		
<b>Music</b>	Charanga- bringing us together			
<b>Experiences</b>	<b>Watermouth Castle</b>			