**Wharncliffe Side Primary School Curriculum Overview**

**Class 3 Cycle 1 (2019/20)**

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|  | **Autumn 1 8 Weeks** | **Autumn 2 7 Weeks** | **Spring 1 7 Weeks** | **Spring 2 5 Weeks** | **Summer 1 6 Weeks** | **Summer 2 7 Weeks** |
| **Theme**  **Question** | Ancient Greece  What did the Ancient Greeks do for us? | | British history after 1066  ? | | Our place in the World  What do we treasure? | |
| **Supplementary Theme**  **(Key questions?)** | Egypt  How did ancient Egypt influence the Western World? | | Henry VIII  Was Henry VIII a good king? | | Iron Age Hill Forts  How did we used to live? | |
| **Whole School curriculum events / week** | Harvest Festival  National Poetry Day (Thursday 3 October 2019)  Languages Day | Bonfire Night  Anti-Bullying Week  (Mon 11th – Fri 15th November 2019)  Christmas Plays | Internet Safety Day (Tue 11th Feb 2020) | World Book Day (Thursday 5 March 2019) |  | Sports Day |
| **Enrichment** |  | Ancient Greek dress-up day |  | Tudors dress up day  Trip to Manor Lodge / Bishops House |  | Yorkshire Sculpture Park  Walk, Talk, Make. |
| **Narrative writing** | Narrative 1 |  | Narrative 2 |  | Narrative 3 |  |
| **Non Fiction Focus** |  | Recount |  | Non-Chronological Report |  | Persuasion |
| **Maths**  (White Rose mixed-age planning) | Place Value  Addition and Subtractions | Addition and Subtraction  Multiplication and Division | Multiplication and Division  Money  Statistics | Length and perimeter  Fractions | Fractions  Time | Measurement, mass and capacity |
| **PSHE /SMSC** | Health & Well-Being | Relationships | Living in the Wider World | Health & Well-Being | Relationships  SRE | Living in the Wider World |
| **Science** | Hot & Cold – States of Matter  Compare and group materials together according to whether they are solids, liquids or gases  Observe that materials change state when they are heated or cooled  Identify the role played by evaporation and condensation in the water cycle | | Sound  How are sounds made – including looking at vibration  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between pitch of a sound and features of an object | Forces & Magnets  Compare how things move on different surfaces  See how forces act at a distance  Observe how magnets attract or repel each other  Compare and group together magnetic and non-magnetic materials | Rocks & Soils  Compare and group different types of rocks  Look at how fossils are formed  Look at composition of soil (rocks and organic material) | Plants  Identify and describe functions of different parts of flowering plants  Explore requirements of plants for life and growth  Investigate the way water is transported in plants  Explore the part that flowers play in the life cycle of flowering plants. |
| **History** | Ancient Greece | | British history that extends chronological knowledge beyond 1066  (crime and punishment)  Was Henry VIII a good king? | |  | |
| **Geography** |  | |  | | UK Settlement  Location knowledge  Physical Geography  Geographical skills  What do Iron Age Hill forts tell us about how people lived? | |
| **Design Technology** |  | Making Greek Pots |  |  |  |  |
| **Computing** | Key skills: What is a computer? Mouse and keyboard skills, logging on, opening and saving work, organising files, searching for information | | | | | |
| How do I use a computer as an artist? | How do I use a computer as a musician? | How is data shared online? | Draw complex shapes in Logo | | Design simple programs |
| **RE**  **Christianity and Muslim** | How do Christian people’s beliefs about God, the world and others have an impact on their lives?  How do Ch | | How do religious families and communities live out their faith? | Why do some people think life is like a journey? Where do people go? What do people think about life after death? | What can we learn from great leaders and inspiring examples in today’s world? | |
| **Art** | Drawing / sketching  Experimenting with colour | | Drawing / sketching  Experimenting with colour | |  | |
| **PE** | Swimming  Swim competently, confidently and proficiently over a distance of 25 metres  Use a range of strokes effectively | Swimming  Swim competently, confidently and proficiently over a distance of 25 metres  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations. |  |  |  |  |
| **Music** | Use and understand staff and other musical notation. Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand traditional Greek music.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notation. Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Continue to develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notation. Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Summer concert preparation |
| **Instrument tuition** | Y3: Recorder | | | | | |
| Y4: Violins | | | | | |
| **MFL (French)** | See Niveau Bleu planning |  |  |  |  |  |
| **Community** |  | Carol service @ Chapel  Remembrance  Children in Need |  | Egg Decorating / Rolling  Red Nose Day |  | Trophies |

**Wharncliffe Side Primary School Curriculum Overview**

**Class 3 Cycle 2 (2020/21)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme**  **(Title?)** | Achievements of Early civilizations  (Ancient Egypt) | | Location knowledge - Countries of UK / Europe (maps, grids, compass points) | | British history that extends chronological knowledge beyond 1066  (Tudor monarchy) | |
| **Supplementary Theme**  **(Key questions?)** | Ancient Greece | |  | | What can we discover about the life and achievements of another ancient civilizations and their influence on the western world? (Greeks) | |
| **Whole School curriculum events / week** | Harvest Festival  National Poetry Day  Languages Day | Bonfire Night  Anti-Bullying Week  Christmas Plays |  | World Book Day  Internet Safety Day |  | Sports Day |
| **Enrichment** |  | Ancient Egyptian dress up day |  | Use an OS map to locate different points around Wharncliffe Side – local trip out | Tudors dress up day  Trip to Manor Lodge / Bishops House |  |
| **Narrative writing** | Narrative 1 |  | Narrative 2 |  | Narrative 3 |  |
| **Non Fiction Focus** |  | Recount |  | Non-Chronological Report |  | Persuasion |
| **Maths**  (White Rose mixed-age planning) |  |  |  |  |  |  |
| **PSHE /SMSC** | Health & Well-Being | Relationships | Living in the Wider World | Health & Well-Being | Relationships | Living in the Wider World |
| **Science** | Light | Teeth & Eating | Skeleton | All living things | All living things | Electricity |
| **History** | Achievements of Early civilizations  (Ancient Egypt)  Ancient Greece | |  | | British history that extends chronological knowledge beyond 1066  (Tudor monarchy) | |
| **Geography** |  | | Location knowledge - Countries of UK / Europe (maps, grids, compass points) | |  | |
| **Design Technology** |  | Making bread with flax seeds and Khorosan flour |  |  |  |  |
| **Computing** |  |  |  |  |  |  |
| **RE** | Check with Sarah Longmore | | | | | |
| **Art** | Drawing / sketching  Experimenting with colour | |  | |  | |
| **PE** | Potential SWFC coaches – check with Nigel |  |  |  |  |  |
| **Music** | Use and understand staff and other musical notation. Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand traditional Greek music.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notation. Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Continue to develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notation. Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Summer concert preparation |
| **Instrument tuition** | Y3: Recorder | | | | | |
| Y4: Violins | | | | | |
| **MFL** | See Niveau Bleu planning | | | | | |
| **Community** |  | Carol service @ Chapel  Remembrance  Children in Need |  | Egg Decorating / Rolling  Red Nose Day  NSPCC |  | Trophies |