

Over Hall Community School

Year 3/4 Overview

	AUTUMN		SPRING		SUMMER	
	Our Town, Our County	Electricity	The Vikings	Plastic Problems		Ancient Greeks
English	Leon and the Place Between - Portal Narrative - Persuasive Report - Poetry - Creature themed poetry	Leaf - Outsider narrative - Non Chron' Report	Arthur and the Golden Rope - Myth Narrative - Instructional Guide - Poetry -Viking themed poetry	Our Tower - Environmental Change Narrative Flotsam - Secret Sea Creature Guide	The Lost Happy Endings - Twisted Narrative - Persuasive Letter	The Secret Sky Garden - Transformation Narrative The Corinthian Girl - Success Narrative
Reading	Living Things - Why the Whales came - Wild World - Wild in the Streets - When the Mountains Roared - The World of Whales - Habitats	Stories and Poetry - The Girl Who Stole an Elephant - The Miraculous Journey of Edward Tulane - Where Zebras Go - Night of the Gargoyles	Vikings - Viking Boy - The Saga of Erik the Viking 100 Viking Facts - Exploring Vikings	Myths, Legends, and Poetry - Beowulf - Stories from Around the World - Tales from Africa - The Poetry Chest	Reading Breadth & Poetry - The Legend of Podkin One-Ear - KieranLarwood - The Firework-Maker's Daughter - Philip Pullman - The Wind in the Willows -Kenneth Grahame - Werewolf Club Rules! And Other Poems - Joseph Coelho	Europe - The Dragon of Krakow and other Polish Stories - Survivors - The Travel Book - Kids World Travel Guide, Europe Facts - https://www.kidsworld-travel-guide.com/europe-facts.html
Maths	Number - Place Value Number - Addition and Subtraction Number - Multiplication and Division A	Number - Multiplication and Division A cont. Measurement - Area Number - Multiplication and Division B	Number - Multiplication and Division B cont. Measurement - Length and Perimeter Number - Fractions A	Measurement - Mass and Capacity Number - Fractions B	Measurement - Time Number - Decimals Measurement - Money	Geometry - Properties of Shapes Geometry - Position and Direction Statistics
Science	Living Things Sc4/2.1a recognise that living things can be grouped in a variety of ways Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living	Electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	States of Matter - Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are	Living Things cont... Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.	Animals Including Humans Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans. Sc4/2.2b identify the different types of teeth in	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.

	things in their local and wider environment.	- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - 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.	heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation.		humans and their simple functions. Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators, and prey.	- Find patterns between the pitch of a sound and features of the object that produced it. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases.
PSHE	Keeping/Staying Safe - Cycle Safety Keeping/Staying Healthy - Healthy Living	Being Responsible Coming Home on Time	Growing and Changing - Appropriate Touch (relationships) - First Aid	Feelings and emotions Jealously	Computer Safety - Online Bullying - First Aid	The Working World - Chores at home A World Without Judgement - Breaking Down Barriers
History	Romans in Cheshire A local History study focused on the impact of the Roman Empire on Britain and Cheshire in particular the 'Romanisation' of Britain: A focus on settlements such as nearby Chester and around Cheshire to the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Gain and employ a historically grounded understanding of abstract terms such as 'civilization', 'parliament' and 'peasantry'.		Anglo-Saxons and Vikings Understanding and knowledge that the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this can affect interpretations of history. Give reasons why there may be different accounts of history.		Ancient Greeks A study of Greek life and achievements and their influence on the western world. Comparative study of how these ancient civilizations have affected modern society. Focus on addressing and devising historically valid questions about similarities and differences. Which civilization was better? Informed responses that involve thoughtful selection and organisation of relevant historical information to be channelled towards a class debate.	

	Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts including written narratives and analysis. Can they children draw any comparisons between the design of Roman buildings and historically important Winsford buildings such as St. Chads. Understand the methods of historical enquiry, how evidence is used to make historical claims, & discern how & why contrasting arguments & interpretations of the past have been constructed		Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT. Describe the main changes in a period in history.			
Geo		Local Geography - What has Cheshire got to do with salt? Name and locate counties and cities of the United Kingdom. Focusing on counties that surround Cheshire. Begin to use the eight points of a compass, four-figure grid references, symbols and key (including the use of OS maps) to build their		Our Environment - How can we live more sustainably? Ge2/1.3b describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		Greece and Europe study - Why do some earthquakes cause more damage? Identifying human and physical characteristics of geographical regions in the United Kingdom (link to study of Ancient Greece. Locate the countries in Europe.

		knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the locality.		To recognise how people can improve the environment or damage it. To know how decisions about places and environment affect the future quality of people's lives Looking after the environment. A study of the impact of plastic pollution on living things around the world. An investigation into the distribution of natural resources including energy and the impact upon our planet.		Use maps to name and locate environmental regions and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Link to prior learning and compare types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water to the means of transportation. What makes a Mediterranean biome.
Art	Drawing and Printing <u>Drawing</u> - Use sketchbooks to collect and record visual information from different sources. - Make <u>marks</u> and <u>lines</u> with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. - Experiment with different <u>grades</u> of			Textile - Use a variety of techniques, e.g. <u>printing</u>, <u>dyeing</u>, <u>weaving</u> and <u>stitching</u> to create different textual effects - Match the tool to the material - Develop skills in stitching, cutting and joining - Experiment with paste resist	3D Sculpture - Plan, design and make models from observation or imagination - Join <u>clay</u> adequately and construct a simple <u>base</u> for extending and modelling other shapes - Create <u>surface</u> patterns and textures in a <u>malleable</u> material	

	pencil and other implements to create lines, marks and tone. • Apply a simple use of pattern and texture in a drawing. <u>Printing</u> • Create printing blocks using a relief or impressed method • Create repeating patterns • Print with two colour overlays				• Use papier mache to create a simple <u>3D</u> object	
D&T		Electrical Systems • To investigate and analyse illuminated signs. • To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. • To develop ideas for a decorative illuminated sign • To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. • To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign.	Shell Structures • Identify items that are precious • Develop 3D form from 2D diagrams using nets • Investigating, choosing and making differing productions of lids • Investigating, choosing and making different organisations for a container • Research and create decoration • Use a range of equipment safely and explain how to stay safe • Evaluate finished product.			European Food • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
RE	School Values • What are the different ways to show ownership?	Christianity • Why do Christians think about Incarnation at Christmas?	Christianity • How did Jesus teach about God and values through parables?	Christianity • How can I understand different Easter concepts?	Judaism • How do Jews demonstrate their faith through their communities?	Hinduism • How do Hindus worship?

Comp	<u>E-Safety</u>	<u>E-Safety</u> • Coding	<u>E-Safety</u>	<u>E-Safety</u> • Effective Searching • Animation	<u>E-Safety</u>	<u>E-Safety</u> • Hardware Investigators • Making Music
PE	• Dance – unit 1 • Netball	• Gymnastics – Unit 1 • Tag Rugby	• Swimming	• Swimming	• Tennis • Athletics	• OAA • Cricket
Music	Mamma Mia • Style: ABBA • Structure of songs • Music & styles of the 70s & 80s		Vikings • Sailors, adventurers and warriors • A Viking house • Thor the thunderer • Viking clothes • Jorvic Market		Tuning the Tables • Twos company • Threes a waltz • Flamboyant fours • Fives fever • Stomp out the sixes • Seven seas • Accelerate eight • Know your nines • Tens tuner • Elevens are easy • Time warp twelves	
MFL	• To remember key language of the classroom and basic greetings • Revise numbers 1-12 and days of the week and learn numbers 13-31 • Consolidate numbers 13-31 and learn the months of the year • To ask and answer 'What date is it today?' • To learn the names of the seasons and join in with a French song • To learn how to ask for and say your birthday/sing Happy Birthday in French • To listen and follow a video clip with unfamiliar vocab		• To learn some typical exclamations in French (responding to a video story) • To revise and use language of days, dates and celebrations to make a birthday invitation • To learn the words for key shapes • To combine adjectives (colours) with key shapes • To learn how to describe where things are in a picture • To learn the nouns for parts of the face • To combine adjectives and nouns to describe faces		• To learn the nouns for parts of the body • To learn and revise nouns for parts of the body through a story • To learn nouns for family members • To use the alphabet to spell names • To learn the alphabet/Family revision • To ask and answer 'Do you have? What is s/he called? How do you spell that?' • To learn adjectives for describing hair and eyes/describe your own hair and eyes and his or her hair and eyes • Revise hair and eyes	

	(Birthday vocabulary)					
Staying Safe	• Safe on line • Stranger danger	• Fire safety & fireworks	• Safe on line • Internet Safety Day	• Water safety	• Road safety	• Fun in the sun
Visits	Winsford Library Lions Salt Works	Fieldwork of Local Area (Our Town)	Winsford Library Visit	Fieldwork of Local Area (Our Environment) Litter picking around school grounds.	Winsford Library Visit	
Visitors				TBC		