

East Garforth Primary Academy
(3/4D) Curriculum Overview 2017/2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Why is the wall in China great?	Why do we have teeth?	Were the Vikings invaders or settlers?	Were the Vikings invaders or settlers?	What would happen if the Amazon rainforest was burnt down?	How have leaps in technology changed the world?
English Focus: Whole Class Reading Comprehension Skills and Whole Class Texts	Chinese traditional tales <i>The Stone Lion</i> <i>Long Po Po</i>	Close Reading- Pax	<i>The Firework Maker's Daughter</i>	Myths and legends		
English Focus: Writing Range of Audiences and Purposes	Writing to entertain <i>Narrative</i> <i>Character descriptions</i>	Fiction: <i>Tooth stories</i> <i>Charlie and the Chocolate Factory</i> <i>warning stories</i> Non-Fiction: <i>Persuasive posters/letters</i>	Writing to inform -Newspapers - Recount <i>Non-chronological reports</i>	Stories -myths and legends Recount Recount	Reports Letter Explanation	Persuasion Explanation - writing to inform Biography- writing to inform
SPAG	Text features Detailed description Use paragraphs to organize in time sequence Use fronted adverbials to show how or when an event occurs e.g without a sound Use expanded noun phrases to add details and description e.g the dark gloomy cupboard under the stairs Use subordinate clauses to add detail or context e.g although Theseus was scared he prepared to enter the maze Use nouns and pronouns for clarity and cohesion Adverbials and conjunctions Punctuation Use full punctuation for direct speech Apostrophes for possession included for plural nouns e.g the boys' changing room Use commas after fronted adverbials and subordinate clauses Dashes for emphasis Preposition (year 3) Use a range of tenses (year 3) Use paragraphs (year 3) Usually spells polysyllabic and compound words accurately (year 3) Figurative language e.g similes, metaphors, personification, alliteration and onomatopoeia (year 4) Presentational devices e.g bullet points, heading and subheadings, columns and tables (year 4)	Use subordinating conjunctions to join clauses: although, they had a fierce reputation, the Vikings weren't so bad Use expanded noun phrases to inform: a tall dark-haired man was found leaving the scene Use commas to separate adjectives in a list Use relative clauses to add further detail To begin to use perfect present tense to place events in time: this week we have visited the Science Museum Punctuation Consolidate the four main types of punctuation: . , ! ? Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses e.g. When he was a boy, Dahl did not like reading. Use inverted commas for direct speech Use bullet points to list items	Use subordinating conjunctions to join clauses: although, they had a fierce reputation, the Vikings weren't so bad Use expanded noun phrases to inform: a tall dark-haired man was found leaving the scene Use commas to separate adjectives in a list Use relative clauses to add further detail To begin to use perfect present tense to place events in time: this week we have visited the Science Museum Text features Paragraphs used to group related ideas Subheadings to label content :	Text features Detailed description Use paragraphs to organize in time sequence Use fronted adverbials to show how or when an event occurs e.g without a sound Use expanded noun phrases to add details and description e.g the dark gloomy cupboard under the stairs Use subordinate clauses to add detail or context e.g although Theseus was scared he prepared to enter the maze Use nouns and pronouns for clarity and cohesion Adverbials and conjunctions	Text features Paragraphs used to group related ideas Subheadings to label content : Use subordinating conjunctions to join clauses: although, they had a fierce reputation, the Vikings weren't so bad Use expanded noun phrases to inform: a tall dark-haired man was found leaving the scene Use commas to separate adjectives in a list Use relative clauses to add further detail To begin to use perfect present tense to place events in time: this week we have visited the Science Museum	Text features Paragraphs used to group related ideas Subheadings to label content : Use subordinating conjunctions to join clauses: although, they had a fierce reputation, the Vikings weren't so bad Use expanded noun phrases to inform: a tall dark-haired man was found leaving the scene Use commas to separate adjectives in a list Use relative clauses to add further detail To begin to use perfect present tense to place events in time: this week we have visited the Science Museum
It's Only Words	Wow words linked to topic. Advocate, determination, ravenous, tainted, apprehensive, sagacious, vivacious, negligent, egocentric, lackadaisical	decay, erode, implications, perilous, coarser, courtier, insolent, disobedient, persuasive, obnoxious, mesmerizing	hoard, invasion, settle, occupy, strive, pestilential			
Debate Topics linked to British Values	Was the good mother right to leave her children at home? At what age should children be allowed to answer the door? Should the children be taken away by Social Services?	Should children be made to brush their teeth? Should sweets be banned in schools? If sugar is so bad should the cost of these items be increased? Does sugar make your teeth fall out? Should children under 5 be banned from eating foods with sugar? If you eats lots of sugar can you become Diabetic?	Were the Vikings invaders or settlers? Should the Vikings have stayed where they were?		Should the Amazon Rainforest be burnt down?	Are leaps in technology going too far?

Foundation Subjects	Science Skills (N.C. Statutory Requirements)					
	<p>Light Recognize that they need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognize that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the ways that the size of shadows change.</p>	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 			<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Rocks Compare and group together different types of rocks on the basis of their appearance and simple physical features. Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p>
	History Skills (N.C. Statutory Requirements)					
	<p>The achievements of the earliest civilizations – an overview of when and where the first civilizations appeared and a depth study of the Shang Dynasty of Ancient China</p>		<p>To devise historically valid questions To think critically (analyse sources) To develop perspective and judgement To understand people’s lives To understand the process of change The diversity of societies and relationship between different groups To construct informed responses that involve organization of information To understand how our knowledge of the past is constructed from a range of sources</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p> <p>How the Vikings have shaped our life? ☑ know and understand significant aspects of The Vikings What did the Viking achieve? What roles did the Vikings have? Peasantry</p> <p>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 their own structured accounts, including written narratives and analyses</p>	<p>To devise historically valid questions To think critically (analyse sources) To develop perspective and judgement To understand people’s lives To understand the process of change The diversity of societies and relationship between different groups To construct informed responses that involve organization of information To understand how our knowledge of the past is constructed from a range of sources</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p> <p>How the Vikings have shaped our life? ☑ know and understand significant aspects of The Vikings What did the Viking achieve? What roles did the Vikings have? Peasantry</p> <p>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 their own structured accounts, including written narratives and analyses</p>	<p>How long has the rainforest been there?</p>	
Geography Skills (N.C. Statutory Requirements)						
<p>Locate the world’s countries using maps and atlases</p>	<p>Where is your local dentist? Use fieldwork to observe, measure, record and present the human and physical features of their local area using a maps of methods including sketch maps</p>	<p>Where did the Vikings invade? Name and locate the cities of the UK Locate the world’s countries using maps</p>	<p>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</p>	<p>Where is the rainforest? Identify the position and significance of longitude, latitude, equator, Northern Hemisphere, Southern Hemisphere, he tropics</p>		

					of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/ Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains and the water cycle 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	
	Art Skills (N.C. Statutory Requirements)					
	Paint – cherry blossom Clay Chinese symbols – numbers Fans				Sketches of rainforest	
	DT Skills (N.C. Statutory Requirements)					
	Lanterns and puppets with moving parts.		Viking long ships Shields		Rainforest in a shoe box	
SMSC/SRE Curriculum	Why can't China have a religion? Buddhism	Christmas Mental Health Awareness PSE groups- Friday	Debate – Should the Vikings have stayed where they were? Is this a fair question? Does the world belong to people?			
Cross Curricular Real Life application of Maths	Cooking – soup Model with given measurement					
Visits/Visitors (x1 Per Term)	Road Safety (Year 4)		A day in the life of an archaeologist – bury artefacts	Danelaw	Visit to Yorkshire Water ?	