



Years 3 and 4 Curriculum Overview 2017 -18 (Foundation Subjects)

	Term 1 Wild Wilderness	Term 2 It’s all in the past	Term 3 It’s a small world	Term 4 Tales from history	Term 5 Food, glorious food	Term 6 Lights, camera, action
ART & DESIGN	To create sketch books to record their observations and use them to review and revisit ideas;	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	To find out about great artists, architects and designers in history.			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
COMPUTING	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
DESIGN & TECHNOLOGY	To use research and develop design			To generate, develop, model and	To use research and develop design	

	criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group.			communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group.	
GEOGRAPHY	To understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
HISTORY		To understand Britain's settlement by Anglo-Saxons and Scots: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland		To undertake a local history study: a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can		

		to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne.		go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality		
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