



Years 3 and 4 Curriculum Overview 2019 -2020 (Foundation Subjects)

	Term 1 INVASIONS	Term 2 INVASIONS	Term 3 EGYPT	Term 4 EGYPT	Term 5 RIVERS AND COASTS	Term 6 RIVERS AND COASTS
ART & DESIGN WINDE RIENSTRA RENZO PIANO JMW TURNER ISAMBARD KINGDOM BRUNEL	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To find out about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. 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.	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. To find out about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To find out about great artists, architects and designers in history.
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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	To build structures, exploring how they can be made stronger, stiffer and more stable.		To design purposeful, functional, appealing products for themselves and other users based on design criteria. To evaluate their ideas and products against design criteria.	
GEOGRAPHY	To use 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.		To use physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	To use 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.	To use physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
HISTORY	To study Britain's settlement by Anglo - Saxons and Scots To study the Viking and Anglo -Saxon struggle for the Kingdom of England to the time of Edward the Confessor	To study Britain's settlement by Anglo - Saxons and Scots To study the Viking and Anglo -Saxon struggle for the Kingdom of England to the time of Edward the Confessor	To study the achievements of the earliest civilisations- Ancient Egypt	To study the achievements of the earliest civilisations- Ancient Egypt		