



Years 3 and 4 Curriculum Overview 2016 -17 (Foundation Subjects)

	Term 1 ME AND MY WORLD	Term 2 LONG, LONG AGO	Term 3 ACTIVE PLANET	Term 4 TIME TRAVEL	Term 5 EVERYONE’S ENVIRONMENT	Term 6 ALL THE WORLD’S A STAGE
ART & DESIGN	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	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 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 create sketch books to record their observations and use them to review and revisit ideas.
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 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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		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.	
HISTORY		To identify changes in Britain from the Stone Age to the Iron Age including: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture.		To find out about the Roman Empire and its impact on Britain including: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.		To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including: the introduction of the feudal system in the 12 th century.

