**Curriculum Overview Year B 2018–2019**

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| **Topic** | **English** | **Science** | **History** | **Geography** | **ICT** | **D&T** | **Art** | **RE** | **PE** | **PSHE** | **Music** |
| ***Autumn term 1*** | | | | | | | | | | | |
| Healthy Humans | \*Persuasion letter  \*Instructions  \*Fables | Health and Nutrition |  | Non-European country | Sequence programmes | Eat well plate |  | Judaism Celebration Sukkot  Islam – prayer rituals, Salah | Gymnastics | SEAL –new beginnings  PSHE- rules and responsibilities | Exploring duration |
| ***Autumn term 2*** | | | | | | | | | | | |
| World War 2 | \*Stories by the same Author  \*Non-chronological report | Skeletons and movement | World War 2 |  | Algorithms |  | Mosaic | Christianity – God, Christmas.  Good news  Judaism - Hannak | Invasion games | SEAL - getting on & falling out  PSHE – keeping myself safe  SRE – personal safety | Exploring pulse and rhythm |
| ***Spring term 1*** | | | | | | | | | | | |
| Rock and Roll | \*Story with a theme  \*Classic poetry | Rocks and soil | Ancient Britain – stone age – hunter gathers |  | Search engines to locate media, text, images, sounds and videos |  | Printing | Hinduism – Special times and places, home shrine  Buddism – Puja meditation | Dance | SEAL – going for goals  PSHE – taking responsibility for my healthy lifestyle  SRE- growth/ change/ reproduction | Exploring pitch |
| ***Spring term 2*** | | | | | | | | | | | |
| How Does Your Garden Grow | \*Poem with a structure – rhyming couplets (yr3)  \*Explanations | Plants – functions of parts of plants |  | Earthquakes and Volcanoes | Images and paint packages |  | Dye fabric and paste resist | Christianity –  Jesus prayer | Net and wall games | SEAL – good to be me  PSHE – the world of drugs  SRE – our changing world  SINGLE EQUALITY – celebrating diversity | Exploring instruments and symbols |
| ***Summer term 1*** | | | | | | | | | | | |
| Down under | \*Animal adventure stories  \*Recount biography | Living things and their habitats | Holidays of the past | A non-European country - Australia | Sequence of images to create animation | Textiles; Make a puppet |  | Christianity – church celebrations, Pentecost, Holy spirit | Athletics  (See Lancashire PE planning) | SEAL – relationships  PSHE – me & my relationships  SRE - relationships  SINGLE EQUALITY – celebrating different relationships | Exploring tempo and dynamics |
| ***Summer term 2*** | | | | | | | | | | | |
| Fighting Fit | \*Traditional tales with a twist  \*Discussions – for and against  \*Poem with a theme | Animal growth and survival / staying healthy |  |  | Sending Email | 3D collage |  | Sikhism – Gurdwara, Guru granth Sahib | Striking and fielding | SEAL – changes  PSHE – feelings, loss, separation & relationships  SRE – emotions and feelings | Exploring sounds |

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| **Modern Foreign Language**  **(French)** | Mrs Mc Elroy teaches French to all the children. She normally chooses the topic and vocabulary to fit in with the theme that the children are following. Children are taught to;   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * present ideas and information orally to a range of audiences * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally and in writing * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |