

Year 3 and 4 Curriculum Plans for Summer 2022

Subject area	Content	Key vocabulary
Art	<p><u>Journeys</u></p> <p>Our David Hockney-inspired 'journeys' landscape paintings are wonderful, real works of art! We applied our learning about foreground, middle ground and background, scale, horizon and vanishing points to create the impression of perspective in our work, inviting the viewer to imagine where they might end up if they journey through our landscapes, following the roads, tracks or rivers. We're now moving on to journeys represented by symbols, studying the work of Paul Klee and Emily Kngwar-rye, artists from different cultures who have used symbolism which we will attempt to decode. Using imprinting and embossing techniques on clay we will create symbols to represent details of our own journeys. Finally, we will work together to share in the creation of an artwork that represents the story of an imaginary journey.</p>	<p>texture, symbol, representational, structures, traditional, indigenous, culture, aerial, birds-eye view, as the crow flies, diagrams, collage, mixed-media, imprint, emboss, slip, Ordnance Survey, harmony, balance</p>
Design and Technology	<p><u>Puppets</u> (Textiles focus)</p> <p>We have investigate a range of puppets from around the world, some on screen and in books and others as part of our collection of puppets. Some people brought their own puppets into school to share. We are talking about the features and characteristics that make a puppet look like the kind of puppet it. For example, which features are added to an elephant to make it look like an elephant? What characteristics do puppets have that make them look friendly, scary, sad or happy etc? We have learned how to thread a needle and sew a simple running and cross stitch, learning the names of sewing tools and the things we need to make a puppet.</p> <p>Now we are learning how to make a paper pattern and sew with right sides facing. We will then go on to research the type of puppet we have decided to design and make, considering who it is for (target group) and our design criteria. We will plan the steps we need to follow to design and make our own puppet. Then we will make it evaluating and improving as we go. Will we meet the deadline of July 20th? Our children pay such amazing attention to detail and finish that they just keep on going the extra mile with their projects. Amazing puppets are waiting to be made!</p>	<p>Fabric, needle, thread, knot, paper pattern, binca, Cotton, felt, fleece, fur fabric, wool, voile etc</p> <p>String, shadow, glove, finger puppets.</p> <p>Features, characteristics, Target group, design criteria, timeline, safety eyes</p>
French	<p><u>Directions</u></p> <p>This term we will be learning how to ask for, and give, directions. We will be learning to say the names of places in villages and towns, give and ask for directions, developing listening and speaking skills as well as working collaboratively as a team. We will learn directional language so that we can navigate from one point of a map to another.</p>	<p>À gauche, À droite, tout droit, au bout de, Ouest, Nord, Sud, Est, au coin de la rue, le coin, le pont, a coté de, où est?, la rue, le parc, prendre, traverser ,suivre, aller, arretez, par train,</p>

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PE	<p><u>Net and Wall Games</u></p> <p>Year 3 will have experience of badminton at Penrith Leisure Centre and everyone will have tennis lessons in school, some with a coach which will be followed up by teachers.</p> <p><u>Athletics</u></p> <p>We will practise and develop our running, jumping and throwing skills ready for sports day.</p> <p><u>Swimming</u></p> <p>We will build on the skills we already have, including the development of stroke technique in front crawl, breaststroke, backstroke and butterfly\dolphin kick. We will learn how to stay safe in water, including how to tread water and dive down to retrieve objects from the bottom of the pool.</p>	<p>Court, net, racket, serve, forehand, backhand, volley, umpire. 1.</p>
RE	<p><u>Is Our World Sacred?</u></p> <p>We will be exploring and reflecting upon what religions teach us about caring for our world through the use of creation stories from different religions and world views. We will be building upon understanding and appreciation of the natural world. We will be focusing on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores how various faiths have explained some of life's big and difficult to answer questions and considers the concept of stewardship. The learning will be go hand in hand with The Global Goals for Sustainable Development and The UN Convention for the Rights of the Child. We will use P4C to reflect on how people of different religions may consider them.</p>	<p>Stewardship, sacred, practices, belief, faith, communities, ethics, sustainable development, just, fair, creation, creation,</p>
French	<p><u>Directions</u></p> <p>This term we will be learning how to ask for, and give, directions. We will be learning to say the names of places in villages and towns, give and ask for directions, developing listening and speaking skills as well as working collaboratively as a team. We will learn directional language so that we can navigate from one point of a map to another.</p>	<p>À gauche, À droite, tout droit, au bout de, Ouest, Nord, Sud, Est, au coin de la rue, le coin, le pont, à côté de, où est?, la rue, le parc, prendre, traverser, suivre, aller, arrêtez, par train,</p>
Music	<p>During this term we will be developing our harmony skills through singing. We have been singing very well and so want to explore two part songs to develop our listening and ensemble skills. We will use a mixture of the Charanga and other songs.</p>	

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Science	<p><u>Electricity</u> We will be completing our work from last term on electricity. We will design and test our own switches to use in our electric circuits. We will investigate how materials act as insulators or conductors and what that means and how those properties can be used for practical purposes.</p> <p><u>Plants</u> We will be identifying the different parts of a plant and learning what their role is. We will investigate what plants need to grow and how water and nutrients get around a plant. We will find out why plants produce flowers and fruit and how they reproduce. We will find out how different plants are pollinated and what other animals / environmental factors they need to make this happen.</p>	<p>Electricity, energy, source, renewable/ non-renewable, circuit, component, battery/ cell, bulb, buzzer, motor, series, connector / wire, switch, conductor, insulator</p> <p>Grow, seed, bulb, tuber, leaf, petiole, root, root hairs, stem, flower, petals, sepal, stamens, ovary, pollen, fruit, germination, seedling, water, light, temperature, nutrients, reproduction, pollination (wind, insect), fertilisation, dispersal</p>
Computing	<p><u>Coding</u> Our focus this term will be on coding. We will be accessing a series of challenges that will develop our coding skills so that we can write and test increasingly complex code as well as being able to test and de-bug what we have created. We will develop our understanding of input and output in relation to computer programming.</p>	<p>Algorithm, code, instructions, programme, debug, input, output</p>
P4C Philosophy	<p><u>Change</u> In philosophy this term, we will be digging into the concept of change and how we react to it. We will be talking about lots of different changes and how they can make us feel.</p>	<p>Change, good, bad, exciting, scary, emotion, unknown, growth, metamorphosis.</p>
R.S.E	<p><u>Being my Best</u> We will be thinking about how we are all different and that we make different choices. We will think about what and who affects the choices that we make. We will revisit what we need to eat to stay healthy, following on from our science learning earlier in the year.</p> <p><u>Growing and Changing</u> We will be thinking about how we grow and change as well as changes and events that can happen in our lives. We will talk about how we can deal with things that upset us or make us feel angry. We will define what good secrets and bad secrets are and who we can ask for help or support when we need it.</p>	<p>difference, diversity, choice, healthy, balanced, nutrition</p> <p>change, positive, negative, emotions, compromise, secrets, surprises</p>