

Year 3/4 A Curriculum Overview 2020-21

	Autumn		Spring		Summer	
Topic (history and geography)	The UK	Invaders and Settlers: Vikings	Invaders and Settlers: Anglo-Saxons	Invaders and Settlers: Somewhere to settle	The Victorians	Modern Europe
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Entry Points/trips:</b>	BFG – exciting entry & cooking	Viking/Anglo Saxon visit Trip: Nativity – free trip		Trip: MOD pizza, Romford (DT/English link) – free trip	Trip: The Victorian School (Mile End) to start topic	Harry Potter hook (English) Trip: Warner Brothers studio tour
<b>English</b>	<p><b>Fiction:</b> The BFG Description toolkit</p> <p><b>Non-fiction:</b> newspaper article based on BFG Recount toolkit</p> <p><b>Poetry:</b> acrostic poems</p> <p><b>Tales from another culture:</b> Henry's freedom box (PSHE – black history month)</p> <p><b>Description toolkit:</b> -Show not tell – describe character's emotions using senses or a setting to create an atmosphere</p>	<p><b>Fiction:</b> Attack of the Vikings by Tony Bradman Settings toolkit</p> <p><b>Non-fiction:</b> What the Vikings ate (Viking poo hook) Information toolkit</p> <p><b>Poetry:</b> Senses poems (Sensational!)</p> <p><b>Tales from another culture:</b> Gregory Cool (linked in with Reggae music) &amp; Precious and the Mystery of Meerkat Hill (RORI)</p> <p><b>Settings toolkit:</b> -chose an interesting name for the setting</p>	<p><b>Fiction:</b> Beowulf retold by Rob Lloyd Jones (myths and legends) Suspense toolkit</p> <p><b>Non-fiction:</b> Explanation of extinction Explanation toolkit</p> <p><b>Poetry:</b> Limerick</p> <p><b>Tales from another culture:</b> Fish in the forest (in Tales of Wisdom and Wonder) see PSHE for Spring</p> <p><b>Suspense toolkit:</b> -let the threat get closer and closer</p>	<p><b>Fiction:</b> For the birds video (LS+) Dialogue toolkit</p> <p><b>Non-fiction:</b> How to make a pizza Instruction toolkit</p> <p><b>Poetry:</b> rhyming poetry (Puffin book of utterly brilliant poetry)</p> <p><b>Dialogue toolkit:</b> -revisit speech punctuation -use only a few exchanges -tag on what a character is doing whilst speaking, using a stage direction -use a 'speech sandwich'</p>	<p><b>Fiction:</b> Street child by Berlie Doherty Characterisation toolkit</p> <p><b>Non-fiction:</b> Victorians treat children unfairly? Discussion toolkit</p> <p><b>Poetry:</b> Riddles</p> <p><b>Tales from another culture:</b> Riddle Bazaar (in Tales told in Tents) linked with English</p> <p><b>Characterisation toolkit:</b> -show not tell – describe a character's emotions using senses</p>	<p>Harry Potter and the Philosopher's Stone</p> <p><b>Non-fiction:</b> persuasive letter to Hogwarts (based on</p> <p><b>Fiction:</b> Openings and endings toolkit</p> <p><b>Poetry:</b> Riddles</p> <p><b>Openings and endings toolkit:</b> -use time, weather or place starters → who, where, weather &amp; what (is happening) to orientate the reader -start with the name of your character. Think about how the character feels (or</p>

Year 3/4 A Curriculum Overview 2020-21

	<p>-Select powerful, precise and well-chosen nouns, adjectives, verbs and adverbs</p> <ul style="list-style-type: none"> <li>- Personification</li> <li>- Metaphors and similes to create atmosphere</li> <li>-Use alliteration to add to the effect</li> <li>-Use expanding noun phrases to add intriguing detail</li> </ul>	<p>-select the time of day and weather to create effect</p> <ul style="list-style-type: none"> <li>-show how a character reacts to a setting</li> <li>-show the setting through the character's eyes</li> <li>-use prepositions</li> <li>-use change of setting, weather or time to create a new atmosphere</li> </ul>	<p>-show the character's feelings by reactions</p> <ul style="list-style-type: none"> <li>-include short punchy sentences for drama</li> <li>-use rhetorical questions to make the reader worried</li> <li>-use empty words to hide a threat (e.g. something, it, a silhouette)</li> <li>-select powerful verbs</li> <li>-use dramatic connectives</li> </ul>	<p>-use dialogue to suggest how a character feels, thinks or what they are like and to move the action forward</p> <ul style="list-style-type: none"> <li>-use quirky expressions</li> </ul>	<p>-give your main character a hobby, interest or special talent for example:</p> <ul style="list-style-type: none"> <li>➤ Shiv kept a pet rat called Simon in a cage made of bamboo shoots</li> <li>➤ An expression for speech e.g. 'Rats!' she cried</li> <li>➤ Something they love, hate or fear</li> <li>➤ A distinctive feature</li> <li>➤ A secret</li> </ul>	<p>personality) and show this at the start, e.g. Bill glared at his teacher.</p> <ul style="list-style-type: none"> <li>-use dramatic speech (try warnings, worries, dares, secrets)</li> <li>-Start with questions or exclamations to hook the reader's interest</li> <li>-end by showing how the character has changed or what has been learned, a moral</li> </ul>
<p><b>RORI Reading</b> <i>(15minute daily reading session based on 4 main types of reading question – retrieval, opinion, reasoning and inference)</i></p>	<p><b>You're a bad man Mr Gum! (2 weeks)</b></p> <p><b>Fantastic Mr Fox (2 weeks)</b></p>	<p><b>Fantastic Mr Fox (2 weeks)</b></p> <p><b>Precious and the Mystery of Meerkat Hill (2 weeks)</b></p>	<p><b>Sheep Pig (5 weeks)</b></p>	<p><b>Charlotte's web (6 weeks)</b></p>	<p><b>Diamond Brothers in Falcon's Malteser (10 weeks)</b></p>	
<p><b>Spelling</b> (See appendix 1)</p>	<p>Following the RWI spelling scheme (children split into year 3 and year 4) to learn &amp; consolidate the spelling rules (min. 15 minutes a day), spelling list and rule to go home weekly and children are tested on these each week. In these RWI sessions, children will also learn the year 3/4 statutory spellings (orange words).</p>					

Year 3/4 A Curriculum Overview 2020-21

<p><b>Punctuation and Grammar</b> <i>(taught discretely in GPS lessons and consolidated during English lessons)</i> <i>(see appendix 2)</i></p>	<ul style="list-style-type: none"> <li>Recap of Y2 GPS (including basic punctuation and word types e.g. adjectives and nouns etc)</li> <li>Word families</li> <li>Noun/pronouns</li> <li>Standard English forms of verb inflections instead of local spoken forms (e.g. we were rather than we was)</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs as a way to group related material/ theme</li> <li>Headings and sub-headings to aid presentation (linked to English)</li> <li>Appropriate use of noun or pronoun within a sentence/ paragraph to avoid ambiguity and repetition</li> <li>Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time and cause using conjunctions, adverbs or prepositions</li> <li>Fronted adverbials &amp; using a comma after one</li> <li>Plural/singular nouns</li> <li>Use of determiners 'a' and 'an'</li> </ul>	<ul style="list-style-type: none"> <li>Speech marks (inverted commas) to punctuate direct speech (linked to English)</li> <li>Apostrophes to mark singular and plural possession</li> <li>Present perfect tense</li> </ul>	<p>Consolidation of learning. Assess and recap any misconceptions or common errors.</p>	
<p><b>Maths YEAR 4 Maths Mastery</b></p>	<p><b>Reasoning with large numbers</b> <b>Addition and subtraction</b></p>	<p><b>Multiplication and division</b> <b>Discrete and continuous data</b></p>	<p><b>Securing multiplication facts</b> <b>Fractions</b> <b>Time</b></p>	<p><b>Decimals</b> <b>Area and Perimeter</b></p>	<p><b>Solving measures and money problems</b> <b>Shape and symmetry</b></p>	<p><b>Position and direction</b> <b>Reasoning with pattern and sequences</b> <b>3-D shape</b></p>
<p><b>Maths YEAR 3 Maths Mastery</b></p>	<p><b>Number sense and exploring calculation strategies</b> <b>Place Value</b> <b>Graphs</b></p>	<p><b>Addition and subtraction</b> <b>Length and perimeter</b></p>	<p><b>Multiplication and division</b> <b>Deriving multiplication and division facts</b></p>	<p><b>Time</b> <b>Fractions</b></p>	<p><b>Angles and shape</b> <b>Measures</b></p>	<p><b>Measures (cont.)</b> <b>Securing multiplication and division</b> <b>Exploring calculation strategies and place value</b></p>
<p><b>Multiplication tables Y3 (based</b></p>	<p>Multiplication and division facts for:</p>	<p>Multiplication and division facts for:</p>	<p>Multiplication and division facts for:</p>	<p>Multiplication and division facts for:</p>	<p>Mixed practice multiplication and division facts for:</p>	<p>Multiplication and division facts for: Summer 2A:</p>

Year 3/4 A Curriculum Overview 2020-21

<b>on pixl strategic timetable)</b>	1x4; 2x4; 3x4; 4x4; 5x4; 6x4	7x4; 8x4; 9x4; 10x4; 11x4; 12x4	1x8; 2x8; 3x8; 4x8; 5x8; 6x8	7x8; 8x8; 9x8; 10x8; 11x8; 12x8	2, 5, 10, 3, 4, 8	1x6; 2x6; 3x6; 4x6; 5x6; 6x6 Summer 2B: 7x6; 8x6; 9x6; 10x6; 11x6; 12x6
<b>Multiplication tables Y4 (based on pixl strategic timetable)</b>	Multiplication and division facts for: Autumn 1A: 1x9; 2x9; 3x9; 4x9; 5x9; 6x9 Autumn 1B: 7x9; 8x9; 9x9; 10x9; 11x9; 12x9	Multiplication and division facts for: Autumn 2A: 1x7; 2x7; 3x7; 4x7; 5x7; 6x7 Autumn 2B: 7x7; 8x7; 9x7; 10x7; 11x7; 12x7	Multiplication and division facts for: Spring 1A: 1x12; 2x12; 3x12; 4x12; 5x12; 6x12 Spring 1B: 7x12; 8x12; 9x12; 10x12; 11x12; 12x12	Multiplication and division facts for: Spring 2A: 1x11; 2x11; 3x11; 4x11; 5x11; 6x11 Spring 2B: 7x11; 8x11; 9x11; 10x11; 11x11; 12x11	Mixed practice multiplication and division facts for up to 12 x 12	Mixed practice multiplication and division facts for up to 12 x 12  Multiplication test
<b>Science (Year 3 curriculum)</b>	<b>Plants Yr3</b> <ul style="list-style-type: none"> <li>Parts of a plant</li> <li>What do plants need to grow well?</li> <li>Investigation – plants growing without these things</li> <li>Moving water in plants</li> <li>Flowers – parts of a flower &amp; their role in the life cycle of plants</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Types of nutrition</li> <li>Types of skeleton</li> <li>Naming bones</li> <li>Functions of a skeleton</li> <li>Muscles</li> </ul>	<b>Rocks</b> <ul style="list-style-type: none"> <li>Types of rocks</li> <li>Grouping rocks</li> <li>Fossils – how they are formed</li> <li>Mary Anning</li> <li>Soil formation</li> <li>Soil investigation</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>Light and dark</li> <li>Reflective surfaces</li> <li>Mirrors</li> <li>Sun safety</li> <li>Making shadows</li> <li>Changing shadows</li> </ul>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>Pushes and pulls</li> <li>Faster and slower</li> <li>Scrapyard challenge – sorting materials</li> <li>Magnet strength</li> <li>Magnetic poles</li> <li>Making and using a magnetic game</li> </ul>	<b>Outdoor Learning</b> (building on plant knowledge from Autumn 1) & working scientifically

Year 3/4 A Curriculum Overview 2020-21

	<ul style="list-style-type: none"> <li>Stages of the life cycle of plants</li> </ul>					
<b>History</b>		<b>Invaders and Settlers: Vikings</b> <ul style="list-style-type: none"> <li>Who are they?</li> <li>Where did they come from?</li> <li>What did communities look like?</li> <li>What was life like for them?</li> <li>How did they communicate?</li> <li>What impact did they have on modern society?</li> </ul>	<b>Invaders and Settlers: Anglo-Saxons</b> <ul style="list-style-type: none"> <li>Who are they?</li> <li>Where did they come from?</li> <li>What did communities look like?</li> <li>What was life like for them?</li> <li>How did they communicate?</li> <li>What impact did they have on modern society?</li> </ul>		<b>The Victorians</b> <ul style="list-style-type: none"> <li>Who are they?</li> <li>Where did they come from?</li> <li>What did communities look like?</li> <li>What was life like for them?</li> <li>How did they communicate?</li> <li>What impact did they have on modern society?</li> </ul>	
<b>Geography</b>	<b>The UK</b> <ul style="list-style-type: none"> <li>Locate cities in the UK and use the 8 compass points to describe the location of them</li> <li>Locate the main rivers and seas in and around the UK</li> <li>Name and locate counties</li> </ul>			<b>Invaders and settlers: somewhere the settle</b> <ul style="list-style-type: none"> <li>What is a settlement?</li> <li>Locate Essex on a map and look into where the name Essex came from</li> <li>What was Essex like in the past? &amp; What did the early settlers need?</li> <li>How is land used in Essex now? (human</li> </ul>		<b>Modern Europe</b> <i>A mini enquiry into different countries each week &amp; comparing them to one another.</i> <ul style="list-style-type: none"> <li>France</li> <li>Italy</li> <li>Spain (building on knowledge from Spanish lessons)</li> <li>Germany</li> <li>Greece</li> </ul>



## Oasis Academy Pinewood



### Year 3/4 A Curriculum Overview 2020-21

	<ul style="list-style-type: none"><li>• Name and locate areas of high ground</li><li>• History of the river Thames</li><li>• Similarities and differences between London/Essex and an area in Wales</li></ul>			<ul style="list-style-type: none"><li>and physical features)</li><li>• Compare Essex to another settlement in Europe</li><li>• How are settlements linked with transport (link to news article)</li><li>• Explain their own views about locations and give reasons about where would be an ideal settlement.</li></ul>		<ul style="list-style-type: none"><li>• Eastern European countries</li></ul>
--	---	--	--	--	--	--

**Year 3/4 A Curriculum Overview 2020-21**

<p><b>PE</b></p>	<p><b><u>Games Unit</u></b>  <b>Key Skills</b>          -Play competitive games, well using good teamwork and communication.          -Understand what behaviour they should be demonstrating in lesson.          -Choose and use a range of simple tactics and strategies when playing games.          -Devise a short PE session in groups, i.e. a game and rules for their own net/invasion/s&amp;f games (assessment).          -Demonstrate spatial awareness when participating in games.</p>		<p><b><u>Gymnastics Unit</u></b>  <b>Key Skills</b>          -Demonstrate a good 3-4 minute gymnastic sequence on apparatus with a clear beginning, middle and end. (assessment)          -Move confidently and safely in their own and general space.          -How to carry and set up apparatus safely using the 'fingers underneath, thumbs on top' technique.          -Understand what behaviour they should be demonstrating in lesson.          -Improve the quality of their elements (shapes, jumps, rolls and movements) in groups.          -Give good helpful basic verbal feedback using the 'stars and wishes' technique.</p>		<p><b><u>Athletics Unit</u></b>  <b>Key Skills</b>  <b>Acquiring &amp; Developing Skills</b>          -Children should learn to consolidate &amp; improve the quality, range &amp; consistency of the techniques they use for particular activities.  <b>Selecting &amp; Applying Skills</b>          -Children should learn to develop their ability to choose &amp; use simple tactics &amp; strategies in different situations.  <b>Knowledge &amp; Understanding of Fitness and Health</b>          -Children should learn to know, measure &amp; describe the short-term effects of exercise on the body.          -To describe how the body reacts to different types of activity.  <b>Evaluating &amp; Improving Performance</b>          -Children should learn to describe &amp; evaluate the effectiveness of performances, &amp; recognise aspects of performance that need improving.</p>	
<p><b>Art</b>   <b>Based on Suffolk scheme</b></p>	<p><b><u>Collage</u></b>          Explore line, colour, shape and space and use cut paper shapes to create collages in response to the work of artists. They will be able to talk about their own images and those of others and</p>	<p><b><u>Drawing</u></b>          Comment on their work and suggest ways of improving it. They will know that Vincent Van Gogh used a variety of marks in his images and will have identified and</p>	<p><b><u>3D</u></b>          Use brown, gummed tape to produce a 3D form and develop a design in response to the work of a famous artist. They will be able to use clay to produce a tile and a slab and inlay a simple</p>	<p><b><u>Painting</u></b>          Explore ideas about colour and shape and produce paintings using different media and techniques. They will be able to comment on their work and suggest ways of improving it and</p>	<p><b><u>Print Making</u></b>          Use a roller to make marks, ink a slab correctly and use this to produce mono-prints. They will comment on their own work and that of others and record some of what they</p>	<p><b><u>Textiles</u></b>          Explore colour, shape and pattern. Use dip dye, collograph and plasticine relief blocks to make printed patterns. Talk about differences between their own and others' work and suggest</p>

Year 3/4 A Curriculum Overview 2020-21

	suggest improvements for their own work.	recorded examples of these. They will know some of the vocabulary and use it appropriately when discussing patterns and will record using lines, shapes and colours.	clay design. They will be able to use paper to produce a relief surface. They will be able to talk about their own and others' work.	discuss the work of others including artists.	have done in their sketchbooks. They will be able to design and use a plasticine stamp to make repeat patterns.	improvements to their own work.
<b>D&amp;T</b>	<p><b><u>Mechanical systems (levers and linkages)</u></b></p> <ul style="list-style-type: none"> <li>Investigate, analyse and evaluate books and other products available with a range of lever and linkage mechanisms</li> <li>Explore a range of homemade levers and linkages and develop their knowledge by replicating one or more of them.</li> <li>Learn correct and accurate methods of measuring, marking out, cutting, joining and finishing techniques</li> <li>Develop a design brief as a class</li> <li>Draw annotated sketches and prototypes and use these to communicate their ideas</li> <li>Consider main stages and process of making their product</li> <li>Make their product</li> <li>Evaluate their final product</li> </ul>	<p><b><u>Food – healthy and varied diet – Part 2</u></b></p> <ul style="list-style-type: none"> <li>To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eatwell Plate' – looking at nutritional labelling on foods (Links to Yr3 Science topic)</li> <li>To know that to be active and healthy, food and drink are needed to provide energy for the body.</li> <li>To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking (building on knowledge and skills from KS1)</li> </ul>	<p><b><u>Electrical systems (simple circuits and switches – including programming and control)</u></b></p> <p>Discuss, investigate and disassemble different examples of battery powered products</p> <p>Investigate examples of switches</p> <p>Learn about the dangers of electricity and how to stay safe</p> <p>Cap making simple circuits</p> <p>Demonstrate how to find a fault and correct it</p> <p>Write a simple computer program with an interface to a sensor or standalone control box to physically control output devices</p> <p>Make a variety of switches using simple classroom materials</p> <p>Learn how to avoid short circuit</p> <p>Develop a design brief as a class</p> <p>Draw annotated sketches to communicate their ideas</p> <p>Consider the main stages of making their product</p> <p>Make their product</p> <p>Evaluate their final product</p>			

Year 3/4 A Curriculum Overview 2020-21

<b>Cooking</b>	BFG based food	Making Viking butter (links to topic and working scientifically)		Easter baking; cornflake nests	Victorian Teacakes	European food
<b>Music</b>  <b>Based on Charanga</b>	<b>Let Your Spirit Fly:</b> R&B for kids	<b>Three Little Birds:</b> Reggae	<b>The Dragon Song:</b> Reflecting core values through music – e.g. kindness, acceptance	<b>Bringing Us Together:</b> Family and friendship	Recorders catch up (Tigers and Whales will have one topic to catch up on here)	
	<b>Amur Tigers: Recorders</b>		<b>Blue Whale: Recorders</b>		<b>Mountain Gorilla: Recorders</b>	
<b>RE</b>  <b>Based on Oasis and Havering Schemes</b>	<u>What does it mean to be a Hindu?</u> <b>Hinduism</b> <i>Hindu beliefs, Hindu scriptures, Hindu festivals, four stages of life for a Hindu</i> Also important stages of events in their lives	<u>Where, how and why do people worship?</u> <b>Christianity, Judaism</b> <i>Christian beliefs and worship, Jewish beliefs and worship, comparing to Hinduism</i> Also children's own beliefs and spiritual places in their lives and why these are special	<u>What matters most to Humanists and Christians</u> <b>Christianity</b> <i>Comparisons between Christian and Humanist values, 'valuable' things, actions and ideas from both Christian and Humanist people, how values can clash</i> Also children's own values, what do they do if their own values clash with friends?	<u>Why do religious people celebrate?</u> <b>Christianity, Judaism</b> <i>Christian celebrations and Easter, Jewish festivals, Jewish rituals</i> Also to consider the roles of festivals in Britain – should Comic Relief be a bigger festival than Easter? Why? Is Christmas just for Christians or everyone? Why?	<u>Who should inspire us</u> <b>Christianity, bringing in Islam and Sikhism</b> <i>What does it mean to be a part of a Christian community, The significance of the Qur'an as the final revealed word to Allah, Stories from Sikhism, key figures, good role models</i> Also focusing on who inspires the children and why, who do they think is a good role model and why?	
	<b>PSHE</b>		<b>Relationships</b>		<b>Health and wellbeing</b>	
	<u>Living in the Wider World</u> - Why and how rules and laws protect them and others - Human rights	<u>Living in the Wider World</u> - Anti-bullying week 11-15 <sup>th</sup> November - Online safety – what to do if you	<u>Relationships</u> - Recognise and respond to a wider range of feelings in others - Recognise different types of relationships - Actions can affect themselves and others		<u>Health and wellbeing</u> - positive and negative effects on their physical and mental health	<u>Health and wellbeing</u> - Bacteria and viruses can affect health (& difference between bacteria

Year 3/4 A Curriculum Overview 2020-21

	<ul style="list-style-type: none"> <li>- Rights, responsibilities and duties at home, at school and in the community towards the environment</li> <li>- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>- Black history month</li> </ul>	<ul style="list-style-type: none"> <li>see something upsetting online</li> <li>- Being unkind to someone online is bullying</li> <li>- What to do if you or someone you know are being bullied</li> <li>- Consequences of all types of bullying and discrimination</li> <li>- Identify what communities they belong to</li> <li>- The role of money in their own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li>- judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>- Learn the concept of "keeping something confidential or secret", when they should or should not agree to this and when it is right to "break a confidence" or "share a secret".</li> <li><b><u>Tales from another culture: Fish in the forest (in Tales of Wisdom and Wonder) – read and discuss</u></b></li> <li>- listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns</li> <li>- work collaborative towards shared goals</li> <li>- Differences and similarities in people arise from a number of factors (e.g. gender, ethnic origin – <b>see protected characteristics in Equality Act 2010</b>)</li> <li>- Recognise and manage "dares"</li> <li>- recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online)</li> <li>- understand personal boundaries</li> <li>- identify what they are willing to share with people they have different types of relationships with (e.g family, friends, classmates etc) and that we all have the right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Develop skills to make choices about food and nutrition</li> <li>- Benefits of having a balanced diet.</li> <li>- Reflect and celebrate their achievements.</li> <li>- Deepen understanding of good and not so good feelings.</li> <li>- Assessing risk in different situations including road use and risks in their environment.</li> <li>- Strategies for keeping themselves safe (including road, rail, water).</li> <li>- Strategies for keeping themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>and viruses) and following simple routines can reduce their spread.</li> <li>- Recognise when they need to ask for help and develop skills to ask for help.</li> <li>- Basic techniques for resisting pressure to do something dangerous/unhealthy that makes them uncomfortable/anxious/they think is wrong.</li> <li>- Health and safety in school</li> <li>- basic emergency procedures &amp; where and how to get help.</li> <li>- Taking care of their body and they have the right to protect it from</li> </ul>
--	--	---	--	--	---



## Oasis Academy Pinewood



### Year 3/4 A Curriculum Overview 2020-21

					inappropriate or unwanted contact
<b>9 habits</b>	- Who am I - What am I becoming	Hopeful Joyful	Patient compassionate	Forgiving Considerate	Self controlled Humble Honest
<b>Safeguarding</b>	Internet Safety		Acceptable physical contact, bullying and secrets		Keeping themselves healthy and from harm (including health and safety in and outside of school)
<b>Spanish (speaking, listening, reading and writing)</b>	Recap & revise learning from the previous year (including greetings, colours, numbers 1-10)	Colours Days of the week Months of the year & birthdays	Spanish culture (flamenco dancing, bullfighting) Animal names Plurals Articles My favourite...	Peruvian culture Numbers to 20 Basic phrases	Fruits and vegetables Breakfast foods Ask for an item Understand and enjoy a story  Where I live Ask and answer questions Say a simple sentence of where I am and what I am called Listen, understand and enjoy a simple story
<b>Computing (key skills – further detail in the horizontal curriculum)</b>	<b>Basic Skills</b> <ul style="list-style-type: none"> <li>Keyboarding</li> <li>Using mobile devices</li> <li>Folders, saving and retrieval</li> <li>Settings and management</li> <li>Problem solving</li> </ul>	<b>Information and Technology (taught discretely &amp; the rest taught within topic lessons etc)</b> <ul style="list-style-type: none"> <li>Evaluate (including choice of technology)</li> <li>Using audio and music</li> <li>Using various software for art and design</li> <li>Plan, make and edit a short film</li> </ul>	<b>Digital literacy: Online Safety (including safer internet day)</b> <ul style="list-style-type: none"> <li>Content (including reporting harmful websites)</li> <li>Conduct (including online bullying)</li> <li>Contact (including passwords, online profiles, personal information and strangers online)</li> </ul>	<b>Digital literacy: Using information</b> <ul style="list-style-type: none"> <li>Respecting creative work (including plagiarism)</li> <li>Research and evaluation (including using a search engine effectively and evaluating websites for true or false information)</li> </ul>	<b>Computer science</b> <ul style="list-style-type: none"> <li>Computational thinking (including understanding algorithms and programming, writing programs and debugging a program)</li> <li>Internet, networks and the web (including computer networks and how the internet can be used)</li> </ul>



Oasis Academy Pinewood



Year 3/4 A Curriculum Overview 2020-21

		<p>(including titles, text, transitions and effects)</p> <ul style="list-style-type: none"> <li>• Plan, record and edit an animation</li> <li>• Photography</li> <li>• Blogs</li> <li>• Presentation</li> <li>• Data handling and analysis</li> <li>• IT in the world</li> </ul>				
<b>Trips</b>		Viking / Anglo-Saxon visit		Trip: MOD pizza, Romford (DT/English link) – free trip	Trip: The Victorian School (Mile End) to start topic	Trip: Warner Brothers studio tour