

Owls' Curriculum

Years 3 and 4 Overview

Science & Foundation subjects



Science

Biology. (Y3) Children identify and describe the functions of plants, the requirements for life and growth, and water transportation within plants. They recognise grouping and classification of living things, and become aware of environmental impact. (Y4) Children learn about the human digestive system and teeth as well as animal food chains, skeletons and nutrition.

Chemistry. (Y3) Children compare and group rocks and soils and describe fossil formations. (Y4) They group materials according to solids, liquids or gases and look at the effects of heating and cooling materials, the water cycle and evaporation.

Physics. (Y3) Children explore light sources, reflection, shadows and sun safety. They learn about the properties of magnets and observe the effects of magnetism as a force. (Y4) They identify how sounds are made, and explore vibrations, pitch and volume. They learn to identify, name and construct a simple electrical circuit (in series), with switches and buzzers.

Computing

Children use logical reasoning to explain how some simple **step by step algorithms** work in order to detect and correct errors in programs. Through **programming** children design, write and debug programs and learn how to use sequence, selection and repetition in their work. They understand computer networks including the internet and the opportunities for **communication**. Through **application**, children use search technologies effectively, selecting and combining a variety of software on a range of digital devices. Children use technology **safely** and responsibly and know how to report concerns about content and contact.

Geography

Location knowledge skills are used by the children to name and locate the world's countries, the counties and cities of the United Kingdom, and the position and significance of such features as Latitude, Longitude, Equator, Tropics, Hemispheres, Arctic/Antarctic Circles and time zones. **Place knowledge** skills enable the children to understand geographical similarities and differences. Children develop their **human and physical geographical awareness** by identifying climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, trade links and settlements, together with distribution of natural resources. Children demonstrate **geographical skills and fieldwork** knowledge by using maps, atlases and globes, using eight points of the compass and observing physical features in the local area.

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History

Children develop **chronology** skills through recognising changes within living memory (linked to aspects of national life where appropriate). They look at **significant events in the past** (e.g. Stone Age to the Iron Age), and develop a chronologically secure knowledge and understanding of British, local and world history (e.g. Egyptian culture). Children develop their understanding of **local area history** by tracing aspects of national history which are reflected in the locality and connected to a local person or event.

Music

Children are taught to **play and perform** in solo and ensemble contexts (e.g. whole class guitars). They **compose and create music** for a range of purposes. They **listen and rehearse sounds accurately** with attention to detail and increasing aural memory. They **use and apply musical notation**, and **appreciate** a wide range of high-quality live and recorded music drawn from different traditions and great composers and musicians. They develop an understanding of **music over time**.

Design Technology

Children use research to develop and **design** innovative, functional and appealing products. They generate and communicate their ideas through annotated sketches and diagrams. They select from a wider range of tools, equipment and materials in order to **make** their product. They investigate and analyse a range of existing products, **evaluating** their own designs and understanding how key events and individuals in design and technology have helped to shape the world. Using **technical knowledge**, they strengthen, stiffen and reinforce more complex structures and may use electrical systems to improve their products.

Art and Design

Children **create** sketch books to record their observations and **communicate** their ideas. They **use techniques to create effect** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay). They **appreciate artists who inspire and influence us** by learning about the work of great artists, architects and designers in history.

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Physical Education

Children **acquire and develop a broader range of skills** e.g. running, jumping, throwing, catching in isolation and combination and to develop overall fitness. They **select and apply skills, tactics and compositional ideas** for use when attacking and defending, to perform a range of movement patterns and to solve problems and overcome challenges both as an individual and within a team. Children carry out **evaluations of their own performance**, and recognise their own success and **how to improve** by comparing their performance with previous ones. They develop a **knowledge and understanding of fitness and health** by being physically active for sustained periods of time. They participate in a **range of activities** including competitive striking and fielding, invasion and net/wall games, dance, and outdoor and adventurous activity challenges. In **swimming**, they swim with increasing confidence and proficiency over a distance of at least 25 metres. They start to use a range of strokes effectively, and perform safe self-rescue.

Religious Education

Children follow the agreed local syllabus which looks at the importance of faith in people's lives. The syllabus encourages children to deepen their knowledge and understanding of different faith groups (Christianity, Judaism, Hindu, Muslim, and Sikh) including understanding the opinions of those who do not follow any faith. Children learn to explore their own spirituality and to listen without criticism or judgement to the opinions of others. They develop **mutual respect and tolerance for those with different faiths and beliefs**.

British Values and PHSCE

Children learn about themselves as growing and changing individuals with their own experiences and ideas and as **members of their communities** as they become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of **social justice and moral responsibility**. They increasingly think about other people's feelings and become aware of the **views, needs and rights** of other children and older people, and **individual liberty**. Through our **Values Education** programme they begin to understand that their own choices and behaviour can affect local, national and global issues, and political and social institutions. They begin to take part more fully in school and community activities. They face the challenges of transfer to middle school, and learn how to take more responsibility for their learning and how to develop the skills and resilience to deal with unwanted behaviour. They learn about the importance of **democracy** and how **the rule of law** applies in England.