

Limitless Dreams, Endless Opportunities




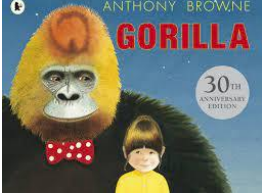



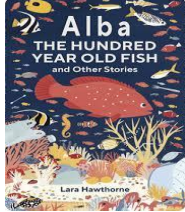








**Manor Park School
& Nursery**



Year group overview








2024-2025

Year 3 and 4

Year 3/4 English and Maths Curriculum Overviews Year A

Year 3/4	Autumn		Spring		Summer	
<p><i>High Quality Texts</i></p> 						
EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 

 Year 3 Curriculum	Number and Place Value within 1,000	Addition and Subtraction , Multiplication and Division.	Multiplication and Division Money	Statistics, Length, Fractions	Fractions, Time, Angles,	Properties of shape, Mass, Capacity.
 Year 4 Curriculum	Number and Place Value – 4 digit number, Addition and Subtraction	Perimeter, Multiplication and Division.	Multiplication and Division, Area, Fractions.	Fractions, Decimals,	Money, Time, Statistics	Angles and 2D shapes, Position and Direction.

Science Animals including humans 	History Romans 	Science Electricity 	Geography Rivers 	Science States of Matter 	Science Sound 	History Ancient Greece 
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Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Going, going, gone! Animals including humans</p> <p>Know which animals do not have a skeleton. Explain that muscles in the human are arranged in pairs. Explain what our bones do. Explain how a healthy diet keeps our bodies healthy. Label the parts of the body central to digesting food. Put in order the processes involved in digesting food. Describe and order a food chain and label the primary consumer, secondary consumer and tertiary consumer. Explain the function of different types of teeth.</p>	<p>Charging About! Electricity</p> <p>The children can identify common appliances which run on electricity. The children are able to explain why the human body is a good conductor of electricity. Children can explain why this makes electricity very dangerous. The children are able to draw and label a series circuit. The children can draw and label a parallel circuit. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Working In a group, the children are able to build a circuit where each of the bulbs can be switched on/ off independently. Recognize that a switch opens and closes a circuit. The children are able to explain why the circuit worked. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>States of Matter</p> <p>Children will compare and group materials together, according to whether they are solids, liquids or gases. Explain that some materials change state when they are heated or cooled. Describe the part played by evaporation and condensation in the water cycle. Link the rate of evaporation with temperature. Start to become aware that all matter (stuff) in the universe is made up of tiny building blocks. The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g., hot/cold, soft/hard, light/heavy, etc.). Children will start to understand that all matter can change if the arrangement of these building blocks changes.</p>	<p>Crash, Bang, What's that sound! Sound</p> <p>Children can identify different sources of sound. Children can explain what sound is. Children can explain how sounds are made. Children can explain why different musical instruments make different sounds. Understand the link between sounds and vibration. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Explain why sounds get fainter as the distance from the sound source increases.</p>	

Geography	What did the Romans do for us? Revisit continents and oceans Locate main areas of Roman invasion	Rivers Where will the River take You? Describe key aspects of the water cycle What is a river? Label and locate key features of a river system Identify 3 stages of a river and describe the different physical features of each stage Know how to use 4 figure grid references to locate the River Weaver from start to end Revisit 4 compass points to give directions and begin to use 8 compass points Field study of local river system - River Weaver (must include a visit to the river) Compare geographical similarities and differences of River Weaver with a well-known worldwide river.	Who are the gregarious Greeks? Revisit map of the world and identify 5 European countries Identify position of the Equator, Northern and Southern hemisphere and the Tropics. Locate Greece on map of world and identify key topographical features and key trade links and land use from the period studied.			
History	What did the Romans do for us? When did the Romans invade Britain? Why the Romans invaded Britain. What changes occurred in Britain during the Roman occupation. The impact that the Romans left on Britain. Key aspects of Roman life and the role of key individuals like Julius Caesar		Who are the gregarious Greeks? When Ancient Greece was an empire and how this connects on a timeline to Ancient Rome. Explain the roles of the Spartans and the Athenians. How primary source evidence helps us to understand life in Ancient Greece. Key aspects of Greek life and achievements and their influence on the western world. What democracy is and how it began in Ancient Greece. What the legacy of democracy is in the world today.			
Art	Roman Mosaics Emma Biggs Explain and describe the term motif Recall 3 facts about Emma Biggs and her work Name the materials used to create a mosaic and the tools used Create a mosaic with a repeated pattern and a picture in the style of Emma Biggs		Painting Monet Know that Monet was an impressionist artist and recall 4 facts about him Demonstrate that they can use paint in different way for different effects Create a piece of work inspired by Monet and their learning around rivers		Sculpture Clay pots/urns Explain the word geometric. To combine and apply artistic techniques, skills and materials used by the Ancient Greeks to create a piece of traditional Greek pottery. Talk about the key vocabulary associated with clay work – e.g. wheel/slip/throw	

<p>Design Technology</p>		<p>Sewing Roman Purse</p> <p>Create a holder out of material which can be used to hold coins Demonstrate the ability to cut fabric accurately Use appropriate stitching techniques to join their fabrics Choose an appropriate fastening for their holder and attach it securely Evaluate their design and make required adjustments</p>		<p>Construction Design a Bridge</p> <p>Construct a bridge to hold a given weight to cross a river Identify arch and beam bridges and explain what 'compression and tension' mean. Find different ways to reinforce structures. Identify points of weakness and reinforce them as necessary.</p>		<p>Food Making Tzatziki and flat bread</p> <p>Prepare a Greek tzatziki with flatbread using the appropriate ingredients Demonstrate the ability to measure, weigh and combine ingredients independently Clearly express the importance of food hygiene when preparing food products</p>
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Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p>Move confidently with the music's beat. Understand and reflect on the lyrics of a song. Share your feelings about the song and listen to others' opinions. Use musical terms when talking about music. Sing together or in simple harmony. Keep good posture and follow the leader while singing. Try singing solo with confidence and stay in tune. If you get lost, rejoin the group or listen to others. Stay aware of the beat while singing. Handle instruments with care and respect. Play a simple part or melody from memory or notation. Practice and perform your part with the group. Listen to and follow the leader and try leading others. Improvise Practice improvising by copying patterns, answering with your own notes, and creating short improvisations. Create simple melodies using 1, 3, or 5 notes. Plan and compose a section of music for the song. Discuss how you created the composition. Reflect and improve the composition by considering pulse, rhythm, pitch, dynamics, and tempo. Record your composition using notation, diagrams, or symbols. Choose what to perform and plan your performance. Perform confidently, engaging the audience and clearly singing the lyrics. Decide the best way to stand or sit while performing. Record your performance and reflect on what went well and what can be improved.</p>					
Religious Education	<p>How do religious and non-religious people talk about God? (Christianity)</p> <p>Know God is omnipresent, omnipotent and omniscient through the Holy Spirit. Identify 3 similarities and differences between the Jewish and Christian Faith. Explain why Jewish people view God as their Saviour. Understand the persecution of the</p>	<p>How do people decide what they believe is right or wrong? (Christianity/Judaism/Islam)</p> <p>Identify 3 similarities and differences between an 'infant' and 'believers' baptism. Know why baptism is important to Christians. Identify and recall the different ways in which Jewish, Muslims, Christian and non-religious people welcome babies. Know the different roles of the Holy Trinity in the Christmas story.</p>	<p>What does it mean to be a part of Religion and worldview? (Judaism)</p> <p>Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. Explain the key events in a Jew's Life (eg freedom) and suggest why it is important to Jews. Identify why Freedom is linked to Passover. Describe what Christians & Jews can learn about God from Old Testament stories: eg</p>	<p>How do people talk about life after death? (Christianity)</p> <p>Identify and recall the reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus Explain with reference to the creative arts how God has a salvation plan for humans.</p>	<p>Where do religious ideas come from? (Judaism)</p> <p>Know why the Torah is important to Jews, eg given by God to Jews through Moses. Name 3 ways in which many Jews show respect for the Torah. Know why the 10 commandments are important to both Jews & Christians. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape</p>	<p>Why is their diversity within beliefs? (Islam)</p> <p>Know how Muslims describe Allah eg using 99 names. Know all Muslims believe Muhammed (pbuh) to be a 'Messenger of God" eg use of Rumi. Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p>

	Jewish people in WW2. Identity 3 similarities between Muslim, Buddhist, Hindu, Humanist and Christian Views.	Identify the lessons about Jesus in the Nativity story and why he is seen as the 'Messiah'.	'Moses and the escape from Egypt' showing God as sustainer & rescuer.		from Egypt' showing God as sustainer. 'Joseph' showing God as sustainer. 'Joseph' showing God as a guide and protector. Recall at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.	
MFL	<p>Welcome to school super learners</p> <p>Recall personal information answer several questions about themselves ask several questions about a friend understand and respond to classroom instructions recall days of week recall months of year say and write some nouns for places in school say and write some nouns for classroom objects Recall 0-11 Say and read numbers 10-20 Names of areas /rooms in school Understand cultural knowledge: School in Spain</p>	<p>Places in town</p> <p>Listen and respond accurately to sequence of commands Classroom commands and commands of movement and direction Communicate simple instructions Recognise and read places in town nouns Ask and respond appropriately to where something is Revisit /extend colours Understand cultural knowledge: shops and a typical town in Spain and Christmas</p>	<p>Family and faces</p> <p>Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour. e.g. create an alien face Understand cultural knowledge: Epiphany in Spain. Recall personal information</p>	<p>Face and body parts</p> <p>Revisit face part nouns Recognise and use accurately body part nouns Understand simple descriptive sentence about body parts with colour adjectives and size adjectives Generate simple sentence descriptions, using adjectives and nouns, to describe a physical description of an alien. Use of "I have" with physical descriptions in Spanish. Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands</p>	<p>Feeling unwell</p> <p>Recall body part nouns Explain what hurts and how they are feeling Ask the question "What is wrong?" Take part in at the doctors' roleplay Identify jungle animal nouns Remember jungle animal nouns Identify and find meaning of unfamiliar adjectives Identify adjectives of colour and size to describe animal nouns Understand and join in with a story. Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</p>	<p>Jungle animals</p> <p>Read and understand 3 simple sentences about the weather Say and write 3 simple sentences about the weather Understand questions about the weather. Understand some ice cream flavours Describe a favourite ice cream e.g. take part in an ice cream dialogue Ice creams- I love, like, dislike Participate in a buy an ice cream roleplay Understand cultural knowledge: Map and places - in Spain and weather forecasts use our language detective skills to explore another language.</p>

<p>Physical Education</p>	<p>Team Games</p> <p>Players should understand how to maintain possession in team games, make good use of space, and apply fair play techniques to score goals and win.</p>	<p>Dance</p> <p>In dance, children should understand the effects of exercise on the body and the importance of strength, flexibility, warming up, and cooling down. They begin to improvise and create simple dance motifs from different stimuli, adapting movements to form larger sequences. Using basic dance vocabulary, they can compare and improve their performances, focusing on rhythm, expression, and spatial awareness. Dancers should aim to perform with control, precision, and confidence, competing against themselves and others in a controlled manner. Through evaluation, they can describe improvements, refine techniques, and modify performances for better results.</p> <p>Link to Roman battle cry/warrior dance</p>	<p>Gymnastics</p> <p>In gymnastics, children should recognise the effects of exercise on the body and understand the importance of strength, flexibility, and warming up and cooling down. They begin to compose movement sequences independently and with others, linking actions with changes in direction, speed, and level. Children focus on developing coordination, control, and confidence in movements such as rolls, jumps, and vaults, while holding balances and creating interesting body shapes. They start using equipment for vaulting and demonstrate increasing flexibility and technique in their performances. Evaluation is key, as children watch, describe, and improve their skills, focusing on body alignment, balance, and the overall quality of their sequences.</p>	<p>Team Games</p> <p>Use running, jumping, throwing and catching in isolation and in combination – basketball and tag rugby. Apply basic principles suitable for attacking and defending,</p> <p>Keep and win back possession of a ball in a team game.</p>	<p>Athletics</p> <p>In athletics, children learn to recognise the effects of exercise on the body and the importance of strength, flexibility, and warming up and cooling down. They focus on improving their sprinting technique, refining arm and leg actions, and learning to combine running with jumping over hurdles. Children develop techniques for the standing long jump, mastering take-off, flight, and landing with control. Throwing skills, such as the overarm and push throw, are enhanced for greater distance and accuracy. They compete in a controlled manner, evaluate their performances, and track their progress over time, aiming for improved techniques in running, jumping, and throwing.</p>	<p>Striking and Fielding</p> <p>Use hand-eye co-ordination to develop striking skills – rounders and tennis. Play competitive games, compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Developing ball skills involves practising successful hitting, striking, throwing, and catching with increasing control and accuracy.</p> <p>Learners should work on striking techniques, such as using a bat, racquet, or stick to hit a ball or shuttlecock, focusing on both distance and accuracy. They should also practise effective overarm bowling, and moving with the ball in different ways. Throwing and catching skills, including gathering and passing, should be developed with a focus on speed, control, and fluency. Children can: Begin to accurately throw/roll a ball at a target and catch a ball accurately, identifying strengths and working on areas they could improve.</p>
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Computing	<p style="text-align: center;">SOW Bringing it to life</p> <p>Research- making an 'e book', Powerpoint-info Scratch-front cover, sound and movement using the keyboard, interactive scenes. Online safety use of www for information</p>		<p style="text-align: center;">SOW Move it and sort it</p> <p>Lego WeDo –getting started, making own robots, Photo story. Posters Scratch-games Online safety keeping password secure</p>		<p style="text-align: center;">SOW Games in a new world</p> <p>Lego WeDo –getting started mini projects. Programming-Kodu-games Multimedia –filming, changing faces. Online games- create new quiz Powerpoint-story Online safety keeping devices safe.</p>	
<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>						
PSHE + RSE	<p style="text-align: center;">Keeping Safe</p> <p>To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. To recognise the different risks in different situations and how to behave responsibly. To know the school rules about health and safety. To know how to report feelings of being unsafe or feeling bad about any adults To know how to ask for advice or help Know how to report concerns of abuse and the vocabulary to do so</p>	<p style="text-align: center;">Valuing Differences</p> <p>To explain sexual differences between males and females. To resist pressure to do something which makes them feel uncomfortable To know how boys' and girls' bodies change as they grow up, and how these changes affect them Know that stable, caring relationships, which can be of different types, are at the heart of happy families. Know the characteristics of friendship; mutual respect, kindness, trust Truthfulness, loyalty, generosity</p>	<p style="text-align: center;">Supporting friends and other people</p> <p>To recognise the feelings/views of others without being told and try to see things from their point of view. To recap what makes a good friend – sharing interests and experiences and support with problems and difficulties. To identify different forms of bullying, their impact and how to get help. To know what the difference between a bystander or an upstander is To recognise online risks, what to do with harmful content and who to contact or report to.</p>	<p style="text-align: center;">More about me</p> <p>To make responsible choices despite their preferences. Keep personal information safe, resisting pressure from others. To know that the same principles apply to online relationships as to face to face relationships To demonstrate that they recognise their own worth and that of others. Be aware of when to listen to their emotions. To understand the importance of respect for others even online and when we are anonymous.</p>	<p style="text-align: center;">Let's go shopping</p> <p>Make informed choices about spending and saving money. Pay for things in different ways. Track spending and saving by keeping accurate records</p>	<p style="text-align: center;">Diversity and Society</p> <p>Understand that a diverse range of people make up our community and the importance of respecting equality Explain how their actions have consequences for themselves and others. .Show how they care for the environment/ community (e.g. animals and school grounds) Understand the importance of respecting equality thinking about the lives of people living in other places and people with different values and customs.</p>