



# Woodlands Primary School Creative Curriculum



**Connector: Going for Gold!**

**Year Group: 3 and 4**

**Term and Cycle: Summer 2 A**

| Teaching  |   |     |                                   |     |                                    |     | Learning                  |   |                                   |
|-----------|---|-----|-----------------------------------|-----|------------------------------------|-----|---------------------------|---|-----------------------------------|
| Subject   | Wk1   | Wk2 | Wk3                               | Wk4 | Wk5                                | Wk6 | Outcome                   | Success Criteria  | Context                           |
| English   | Character Profiles  |     | Newspaper Interview               |     | Story Writing: Happy Ending        |     | Story with a Happy Ending | Do: Write a story with a happy ending<br>Know: How to portray different characters<br>Understand: How to build empathy with characters  | Charlie and the Chocolate Factory |
| Maths     | Number, Place Value and money                                       |     | Number, Place Value and Fractions |     | Number, Place Value and Statistics |     | Problem Solving           | Do: Solve problems relating to the rainforest<br>Know: How to use RUDLEY and other problem solving strategies<br>Understand: Importance of being systematic when solving problems   | Sustainability                    |
| Science   | Famous Inventors and Scientists                                     |     |                                   |     |                                    |     | Group Presentation        | Do: Find out about famous scientific inventions<br>Know: About different inventions and science behind them<br>Understand: The impact scientist have had on us                      | Famous Inventions                 |
| Geography | Global Sustainability   |     |                                   |     |                                    |     | Topic Book                | Do: Investigating areas at risk around the world<br>Know: Research skills from a range of sources<br>Understand: How humans impact on the environment                               | Coastal/ Deserts etc              |
| Computing | Crystal Rainforest  |     |                                   |     |                                    |     | Control Software          | Do: To control robots on screen<br>Know: How to control and move object around the screen<br>Understand: How accurate instructions can move objects                                 | Problem Solving                   |
| PSHCE     | SEAL – Changes<br>SRE: Boy and Girls – differences and body changes |     |                                   |     |                                    |     | Leaflets                  | Do: Compose a leaflet on their changes over the year<br>Know: How they have changed and improvements over the year<br>Understand: How the physical and mental changes take place    | Changes                           |
| PE        | Athletics   |     |                                   |     |                                    |     | Sports Day                | Do: Take part in the school sports day<br>Know: How to take part in different activities and represent a team<br>Understand: Team members are valuable and taking part is important | Sports day                        |
|           | Gym/Y4 Swimming   |     |                                   |     |                                    |     |                           |   |                                   |
| Music     | Performing: Songs from Movies                                       |     |                                   |     |                                    |     | Concert                   | Do: Take part in singing and performing a song<br>Know: How different parts work together<br>Understand: How songs can be used to tell a story                                      | Charlie and the Chocolate Factory |
| D&T       | Design a new Wonka Bar  |     |                                   |     |                                    |     | Chocolate Bar             | Do: Design and package a new chocolate bar<br>Know: How to mix ingredients<br>Understand: How packaging can sell a product  | Charlie and the Chocolate Factory |
| RE        | Islam   |     |                                   |     |                                    |     | Qur'an                    | Do: Design a front cover for a Qur'an<br>Know: That there are different covers for the Qur'an<br>Understand: That the Qur'an is the book of Islam                                   | Islam                             |
| Challenge | Can you make an Oompa Loompa?                                       |     |                                   |     |                                    |     | Umpa Lumpa                | Do: Make a model of an Umpa Lumpa<br>Know: How to portray a character from the descriptions in a book<br>Understand: How to use and mix different materials                         | Charlie and the Chocolate Factory |

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| <b>Skills Taught and Applied</b><br><br><b>Key:</b><br><b>S = Skill</b><br><b>L = Level</b><br><b>T = Taught</b><br><b>A = Applied</b> | <div>1 Speak effectively for different audiences.</div> <div>3 Understand others through talk.</div> <div>10 Develop a range of mental calculation strategies and apply in different contexts.</div> <div>15 Use a range of information sources.</div> <div>22 Contribute to small group and whole class discussions.</div> <div>30 Reflect and critically evaluate their own work.</div> <div>37 Solve problems faced in learning and life.</div> <div>44 Manage own and others' feelings appropriately</div> | <div><b>Cross-Curricular Links</b></div> <div>Literacy, Maths, Science, Music, Art</div> | <div><b>Quality Text</b></div> <div>Charlie and the Chocolate Factory – Roald Dahl</div> |
|  | Discrete Subjects – Elements of RE, PE and Maths   |  |  |

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