

# Year 3/4 Curriculum Overview 2022-23

## Our Year ahead

Welcome to Rowling class! This year, Mrs Bennet and I will be supporting our Year 3 and Year 4 children through an exciting, knowledge-rich curriculum.

From using a compass and reading maps, to learning about the course of a river and the fascinating water cycle. Discovering about the Stone Age era and how this period differed to the Bronze and Iron ages; to the invasion of the Anglo-Saxons and the Tudors. Throughout this academic year our class novels, guided reading and writing will all enhance our learning across the curriculum to give the children chance to deepen their knowledge and experiences.

Science topics this year include: Light, Living Things/Habitats, States of Matter, Electricity, and Forces and Magnets. We will continue to build upon our scientific skills, following lines of enquiry, investigating, testing, observing and recording. Please look at all the other exciting areas of the curriculum we will cover below.

Any exciting achievements outside of school can also be sent in via Class Dojo! We can then share and our celebrate our successes with one another in school.

We have a fantastic year ahead planned! I hope you are looking forward to it as much as I am!

Warm regards,  
Mr Gregory

# Year 3/4 Curriculum Overview

## Religious Education

### Caritas in Action

Everyone matters and we are all equal in God's eyes .People matter more than possessions.  
We are a family and community-how can we build up the Kingdom of God?  
Happiness-how do we achieve it?

Journeys – the Church's celebrations are community occasions; our journey with Jesus; community prayer

The role of Mary as Mother of God, first disciple and mother of the Church.

Listening & Sharing – the significance of the Mass, Eucharist and Breaking of the Bread.

Words and images Jesus used to express communion (the vine and the branches).

Visitors – the Gospel accounts of the Nativity. Advent as a time to appreciate the love in our lives and to prepare for Jesus, a gift and expression of God's love.

Energy – Gospel accounts of Pentecost and the transformation of the disciples. How people can hear and respond to God's call today.

Choices – the occasion of sin, God's mercy and call to forgiveness.

Gospel accounts of the Ascension.

Judaism – the synagogue at the heart of the Jewish community.

Giving All - Gospel accounts which show the love and complete self-giving of Jesus, his Passion, death and resurrection.

### Weekly Liturgy and Prayer

We prayer together each day in our class worship-spending time being still and developing our personal relationship with Christ.

On Monday's we come together as a whole school to celebrate our Faith, consider ways we can contribute to school life during the week ahead and aspire to be like Christ in our work and play.

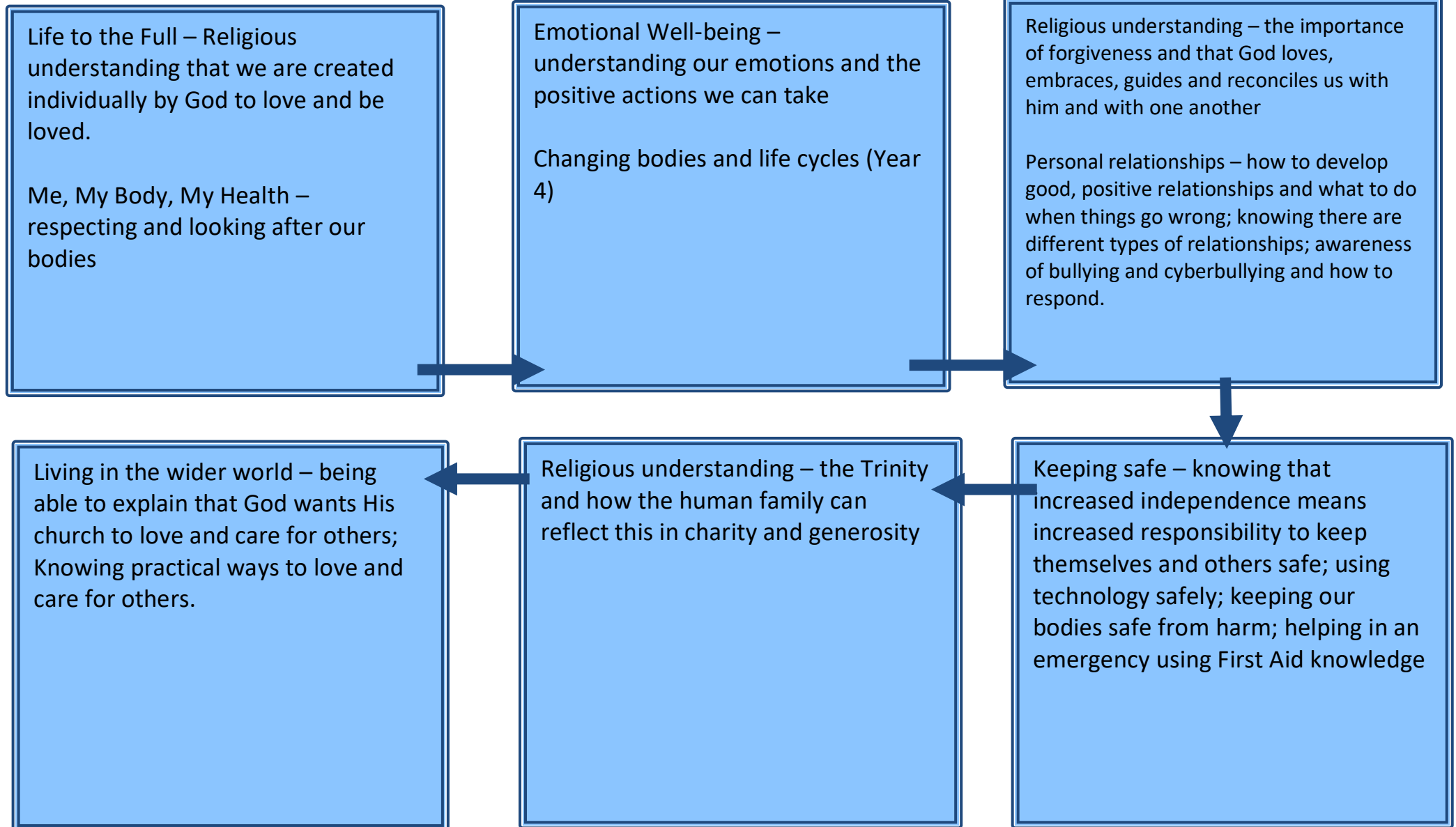
Wednesday Word is a chance for us to share the Gospel prior to Sunday, discuss it with each other and develop a deeper understanding. A child carries the light candle, a symbol of Jesus as light of the world, another child carries the cross, and another child carries and reads the gospel.

On Friday we come together once again for our celebration Worship where we reflect on the week and acknowledge our achievements. We award the Headteacher's Award in each year group.

Each child has the opportunity to prepare a worship for their class using music to call their friends to worship, reading the word and giving the class something to take away and use in their everyday life.

# Year 3/4 Curriculum Overview

## HRSE



# Year 3/4 Curriculum Overview

## English

### Reading

#### Guided Reading

Throughout the year, the children will delve into an exciting range of high quality texts (fiction, non-fiction and poetry) with an author's eye for detail provoking discussion and written response.

#### Class Novel Autumn

How To Train Your Dragon by Cressida Cowell. A modern classic written by the Children's Laureate,

#### Class Novel Spring

The Girl Who Stole An Elephant by Nizrana Farook. An adventure by a young female and her intrepid friends, set in Sri Lanka.

#### Class Novel Summer

The Land of Roar by Jenny McLachlan. An exciting roller coaster of a ride through a fantasy world for two siblings and their beloved grandfather.

#### Accelerated Reader

Half-termly Star Assessments promote a motivating culture of reading at home and at school with quizzes that challenge the children in their understanding of a wide variety of texts within their reading ability range.

#### Reading for Pleasure

Daily opportunities for enjoying books of choice are actively encouraged: sharing of favourite stories and authors, dedicated storytime with teacher modelling storytelling.

### Writing

**Narrative (fiction)** – based on Stone Age Boy by Satoshi Kitamura. Write a story about a boy/girl who finds themselves in the Neolithic period.

**Poetry** – Inspired by Autumn Is Here, write a festive poem, Christmas Is Here using senses to describe this season, similes, rhyme and other poetic devices.

**Fiction (Traditional Tales)** (Storytelling Week 30 Jan-6 Feb) – different ways to retell a familiar tale (viewpoints, settings, characters).  
**Non-fiction (balanced argument)** – Should We Feed Animals In National Parks?

**Poetry** – Still I Rise by Maya Angelou is the inspiration for us to write a poem linked to anti-bullying, resilience and self-empowerment.

**Fiction (narrative)** – The Secret of Black Rock by Joe Todd-Stanton. Children continue the plot with a new adventure for the lead character, Erin.

**Non-fiction (script for factual tour)** – Based on The Water Cycle - a creative but factual description of changing states of matter.

### Grammar and Punctuation\*

Through writing lessons:

- Adverbial phrases, comma
- Precise verbs
- Adjectives
- Repetition
- Metaphors
- Personification

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- Complex sentences, comma
- Verbs
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- Adverbial phrases
- Speech punctuation

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#### Handwriting and presentation

A cursive approach to handwriting is encouraged in all written work, presenting a neat, legible joined style. Opportunities to practise and refine are given regularly.

#### Spelling

Using Jane Considine's The Spelling Book, we encourage all our pupils to be 'spellbound', investigating patterns, exploring roots of words and being responsible writers using a dictionary and thesaurus.



# Year 3/4 Curriculum Overview

## Maths

### Year 3 Maths Overview

Term	Unit	Strand
Autumn Textbook A	Unit 1	Place value: within 1000
	Unit 2	Addition and subtraction (1)
	Unit 3	Addition and subtraction (2)
	Unit 4	Multiplication and division (1)
Spring Textbook B	Unit 5	Multiplication & division (2)
	Unit 6	Money
	Unit 7	Statistics
	Unit 8	Length
	Unit 9	Fractions (1)
Summer Textbook C	Unit 10	Fractions (2)
	Unit 11	Time
	Unit 12	Angles and properties of shapes
	Unit 13	Mass
	Unit 14	Capacity



# Year 3/4 Curriculum Overview

## Maths

### Year 4 Maths Overview

Term	Unit	Strand
Autumn Textbook A	Unit 1	Place value – 4-digit numbers (1)
	Unit 2	Place value – 4-digit numbers (2)
	Unit 3	Addition and subtraction
	Unit 4	Measure – perimeter
	Unit 5	Multiplication and division (1)
Spring Textbook B	Unit 6	Multiplication and division (2)
	Unit 7	Measure - area
	Unit 8	Fractions (1)
	Unit 9	Fractions (2)
	Unit 10	Decimals (1)
Summer Textbook C	Unit 11	Decimals (2)
	Unit 12	Money
	Unit 13	Time
	Unit 14	Statistics
	Unit 15	Geometry – angles and 2D shapes
	Unit 16	Geometry – position and direction

# Year 3/4 Curriculum Overview

## Science

### Light

The children will use resources to investigate light for the first time. Through investigations and working scientifically, we will think of ways that we can create and explain shadows and find patterns in the way that the size of shadows change.

### Living things/habitats

Building on previous learning, children will recognise that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. We will support this work with exploring our local area at various times of the year to view how habitats change.

### States of Matter

The children will compare and group materials together, according to whether they are solids, liquids or gases and use observation skills to see whether materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  
Supported by PE/dance links we will look at the water cycle.

### Forces and Magnets

We will look at what the children know about forces in the world around them and look into what happens to objects on different surfaces. Working scientifically we will group materials in terms of being magnetic and use vocabulary such as attract and repel.

### Electricity

Exploring our school building we will identify appliance that run on electricity and think about how it affects our life. We will use resources to make simple circuits learning key vocabulary along the way, discovering how switches and materials affect the flow of electricity.

### Significant Scientist

The children will explore a scientist who has wowed them with their achievements. This scientist will be chosen based on the children's interests.

### Working scientifically:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

# Year 3/4 Curriculum Overview

## Computing

We teach computing through the key areas of Computing Systems and Networks, Programming, Creating Media, Data Handling. At the start of every unit, we have an Online Safety lesson.

Autumn	Spring	Summer
<p><u>Online Safety</u> What happens when I search online?</p> <p><u>Online Safety</u> How can I be safe and respectful online? &amp; Cyber Bullying (Anti-Bullying week November)</p>	<p><u>Online Safety</u> How do companies encourage us to buy online?</p> <p><u>Online Safety</u> Fact opinion or belief?</p>	<p><u>Online Safety</u> What is a bot?</p> <p><u>Online Safety</u> What is my #TechTimetable like?</p>

## Music

### Mamma Mia!

A unit of work based around the timeless 1970s pop song From ABBA. The children will explore this and other songs from the Swedish super-group. As with all units, they will sing, improvise, compose and perform using classroom instruments.

### Stop!

All the learning in this unit is based around a rap/song about bullying. The children will learn about the interrelated dimensions of music through singing, composing and performing whilst reinforcing a positive PSHE message.

### Blackbird

A song about civil rights by The Beatles. Our unit of work continues to build upon the skills of singing, improvisation, composition and performance with this song at its core, whilst listening and appraising other classic hits from The Beatles.

# Year 3/4 Curriculum Overview

## Design Technology

### Photo-frames from Nature

Using resources from the environment around us the children will design and make a photograph frame, to give to a family member, which is suitable for promoting the school's garden. Through this creative and innovative unit children become increasingly aware of the natural environment and how it can be used as a tool for design inspiration.

### Sewing Skills

The children will learn and practice a variety of sewing stitches such as cross hatch, chain stitch and back stitch. They will then use their skills to design and produce a bookmark using a variety of stitches and showing they can sew on a button.

## Art

### Art Seurat and Pointillism

Using sketchbooks to discover and create, the children will find out about Seurat, the father of Pointillism, and his famous Pointillist artwork. They will also have the chance to create their very own Pointillism art projects using a range of techniques.

### Journeys

Take your class on a voyage of discovery with this set of 5 Art 'Journeys' lesson plans. Your class will have the chance to glimpse the fascinating world of Indigenous Australian art and the journeys of the Dreamtime, before studying the work of artist Paul Klee and examining familiar journeys of their own.

### Warhol and the Pop Art Movement

The children will look at one of the most iconic artists of all time. They will explore what constitutes art and why people's opinions on what art is differ, before delving into the Pop art movement, investigating a variety of works by Warhol and other Pop art artists.

# Year 3/4 Curriculum Overview

## Physical Education

### Autumn

### Spring

### Summer

### The Golden Mile

By walking, jogging and running around the school playground on a regular basis, we aim to improve our physical health and wellbeing.

### Forest Schools

Forest School is a child-centred inspirational learning process that offers opportunities for developing confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Our secret garden outdoor area is the perfect setting for our children to explore.

### Enrichment

Throughout the school year, our children are given opportunities to develop talents/skills through our after school clubs. There are also sports competitions forging links with other schools and improving confidence and self-esteem.

# Year 3/4 Curriculum Overview

## History

### Stone Age, Bronze Age and Iron Age

The children will learn about our early human history: the distinct three periods of time within the Stone Age, how the Bronze Age was different to the Stone Age and how artefacts, burials and monuments tell us about the changes between these eras and that of the Iron Age.

### Invaders – Anglo Saxons

We learn about who the Anglo Saxons were and why they came to Britain. We learn about kingdoms formed and everyday life in Anglo Saxon Britain. We investigate how religion influenced the people of this period.

### Tudors

A turbulent time in British history with significant monarchs as the focus for our study. What was life like for British people, rich and poor?  
Why would Britain never be the same again with the reign of Henry VIII?

# Year 3/4 Curriculum Overview

## Geography

### Ordnance Survey Maps and Scale

In this topic, we will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

We will use the eight points of a compass (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom and the wider world.

We will use fieldwork to observe, measure, record and present the human and physical features in our local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

### Rivers/Fieldwork and Mapping

**We will learn about the course of a river – upper, middle and lower.**

**We will use geographical vocabulary to describe a river's features. We will know more about our local river – its source and where it flows.**

### Water Cycle

Or big questions to explore are:

What is the water cycle?

How does the water cycle work?

What affects the water cycle?

In our unit of work, we will speak like a geographer to answer these questions and to understand the impact of land use and pollution on our environment.

