

Year 3 & Year 4 Long Term Curriculum Overview

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YEAR 3/4 A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take one book (2 week unit) Story – setting and character (3 week unit) Letter (purpose) (3 week unit)	Non-chronological report (3 week unit) Diary (personal) (3 week unit) Poetry – Haiku, Tanka, Kennings (Year A) Poetry – Limerick -Year B (1 week unit)	Story (legends – alternative ending) – Year A Story (fables) – Year B (3 week unit) Recount (character) (3 week unit)	Instructions (3 week unit) Letter (character) (3 week unit)	Story (mystery) – Year A Story (myths) – alternative ending (Year B) (3 week unit) Non-chronological report (3 week unit)	Diary (character) (3 week unit) Recount (newspaper) (3 week unit) Poetry – Riddles (Year A) Poetry – Nonsense (Year B) (1 week unit)
Maths (Year 3)	Number and Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Money Statistics Measurement - Length and Perimeter Fractions		Fractions Time Geometry Measurement – mass, volume and capacity	
Maths (Year 4)	Number and Place Value Addition and Subtraction Measurement – length and perimeter Multiplication and Division		Multiplication and Division Area Fractions and Decimals		Decimals Money Time Statistics Geometry	

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Science	<u>Chemistry</u> Rocks	<u>Physics:</u> Electricity	<u>Biology:</u> Animals including humans (digestive system and teeth)	<u>Biology:</u> Animals including humans (Food chains)	<u>Consolidation of working scientifically</u>	<u>Biology:</u> Living things and their habitats (Y4 statutory requirements)
Working Scientifically (procedural knowledge) is taught throughout each unit						
History		<u>Stone Age to Iron Age in Britain</u>	<u>Roman Invasion</u>	<u>Roman Settlement</u>		
Working Historically (procedural knowledge) is taught throughout each unit						
Geography	<u>A UK Study</u> (locate counties and regions)				<u>A European Study</u>	<u>Monaco</u> (A European Country – human and physical features, European country overview)
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units						
Computing	<u>Word Processing</u>		<u>Internet research and communication</u>		<u>Presentation skills</u>	
Art	<u>Textiles</u> Weaving		<u>3D Sketching/Painting and creating 3D sculpture – Clay.</u> (Henry Moore, Barbara Hepworth, Rachael Gadsden)		<u>Sketching and Painting Landscape</u> (Impressionism – Van Gogh)	

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DT		<u>Textiles</u> (Making a bag for a hunter/gatherer)		<u>Cooking and nutrition</u> (Baking)		<u>Structures</u> (Wooden photo frame)
RE	<u>Hinduism</u> (What does it mean to be a Hindu in Britain today)?	<u>Incarnation</u> (What is the Trinity)?	<u>Thematic (including non-religious worldviews)</u> (What are the deeper meanings of festivals)	<u>Kingdom of God</u> (When Jesus left, what next)?	<u>People of God</u> (What is it like to follow God)?	<u>God</u> (What does it mean if God is holy and loving? Link to giving up His only son
Music	<u>Let Your Spirit Fly</u> Historical Context/Genre: R&B, Western Classical, Musicals, Motown, Soul <u>Classical Study: Denza and Turco: Funiculi, Funiculà</u>	<u>Glockenspiel Stage 1</u> Historical Context/Genre: variety of styles (focussing on instrument skills) <u>Classical Study: Prokofiev: Troika</u>	<u>Three Little Birds</u> Historical Context/Genre: Reggae <u>Classical Study: Saint-Saens: Danse Macabre</u>	<u>The Dragon Song</u> Historical Context/Genre: World Music <u>Classical Study: Rimsky-Korsakov: Russian Easter Festival Overture</u>	<u>Bringing Us Together</u> Historical Context/Genre: Disco/Anthem <u>Classical Study: Stravinsky: Firebird (V)</u>	<u>Reflect, Rewind and Replay</u> Historical Context/Genre: Western Classical Music and Teacher's Choice from this year. <u>Classical Study: Gershwin: Rhapsody in Blue (V)</u>
PSHE (SCARF) based on Year 4 planning	Me and My relationships	Valuing Difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and changing

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	<ul style="list-style-type: none"> An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure 	<ul style="list-style-type: none"> Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype! 	<ul style="list-style-type: none"> Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2) 	<ul style="list-style-type: none"> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes? 	<ul style="list-style-type: none"> What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid 	<p>Please move to single year groups for this term's lessons about changes</p> <p>Relationship Tree</p> <p>Body space</p> <p>Secret or surprise?</p> <p>Basic first aid</p> <p>Year 3</p> <p>My changing body</p> <p>Year 4</p> <p>All change!</p>
PE	Multi-Skills	Gymnastics	Quicksticks	Olympic Dance	Yoga	Kwik Cricket
	Outdoor Adventure	Basketball	Football	Tag Rugby	Tennis	Athletics

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Maths (Year 4)	Number and Place Value Addition and Subtraction Measurement – length and perimeter Multiplication and Division		Multiplication and Division Area Fractions and Decimals		Decimals Money Time Statistics Geometry	

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Science	<u>Biology:</u> <u>Plants</u> (Pollination and seed dispersal)	<u>Chemistry:</u> <u>States of matter</u>	<u>Physics:</u> <u>Light</u>	<u>Physics:</u> <u>Forces and Magnets</u>	<u>Biology:</u> <u>Animals including humans</u> (Y3 statutory requirements)	<u>Physics:</u> <u>Sound</u> (Y4 statutory requirements)
Working Scientifically (procedural knowledge) is taught throughout each unit						
History			<u>Early Civilisations</u> (Ancient Egypt)		<u>Ancient Greece</u>	
Working Historically (procedural knowledge) is taught throughout each unit						
Geography	<u>Physical Geography</u> (Rivers)	<u>Physical Geography</u> (Mountains)				
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units						
Computing	<u>Programming for Scratch</u> Laptops		<u>Word Processing</u>		<u>Drawing and DTP</u> Designing Posters	
Art	<u>Sketching/painting and 3D</u> (Canal art, flowers, clay flowers – joining ???)		<u>Painting and Printing, Portraits, Relief Printing</u> (???)		<u>Sketching and painting Landscape</u> (Pointillism – Seurat versus Monet)	

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DT		<u>Textiles</u>		<u>Mechanical Systems</u> (Pulleys and levers)		<u>Cooking and nutrition</u> (Using the hob)
RE	<u>Creation</u> (What do Christians learn from the Creation story)?	<u>Gospel</u> (What kind of world did Jesus want - link to charity fundraising)?	Sikhism (What does it mean to be a Sikh in Britain today)?	<u>Salvation</u> (Why do Christians call the day Jesus died 'Good Friday')?	<u>Thematic (including non-religious worldviews)</u> (How and why do people show their commitments during the journey of life)?	<u>Gospel</u> (What would Jesus do)? Link specifically to values
Music	<u>Mamma Mia!</u> Historical Context/Genre: 70s and 80s Pop <u>Classical Study:</u> Karl Jenkins: Benedictus	<u>Glockenspiel Stage 2</u> Historical Context/Genre: variety (focussing on instrumental skills) <u>Classical Study:</u> Silvestra: God Bless Us Everyone	<u>Stop!</u> Historical Context/Genre: Grime, Classical, Bhangra, Tango, Latin Fusion <u>Classical Study:</u> Tchaikovsky: 1812 Overture	<u>Lean on Me</u> Historical Context/Genre: Gospel <u>Classical Study:</u> Schubert: Du Bist die Ruh'	<u>Blackbird</u> Historical Context/Genre: 60s Pop <u>Classical Study:</u> Mussorgsky: Night on Bare Mountain and Ave Maria (V)	<u>Reflect, Rewind and Replay</u> Historical Context/Genre: Western Classical Music and Teacher's Choice from this year <u>Classical Study:</u> Tchaikovsky: Tea Dance/China Dance (V)
PSHE (SCARF) based on Year 3 planning	Me and My Relationships	Valuing Difference	Keeping myself safe	Rights and responsibilities	Being My Best	Growing and Changing

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	<ul style="list-style-type: none"> As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special 	<ul style="list-style-type: none"> Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb 	<ul style="list-style-type: none"> Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm? 	<ul style="list-style-type: none"> Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money 	<ul style="list-style-type: none"> Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents 	<p>Please move to single year groups for this term's lessons about changes</p> <ul style="list-style-type: none"> Relationship Tree Body space Secret or surprise? My changing body Basic first aid <p>Year 3 My changing body</p> <p>Year 4 All change!</p>
PE	Multi-Skills	Gymnastics	Quicksticks	Olympic Dance	Yoga	Kwik Cricket
	Outdoor Adventure	Basketball	Football	Tag Rugby	Tennis	Athletics