

# 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	

## Year 3 & Year 4

### Long Term Curriculum Overview

<b>Science</b>	<b>Chemistry</b> <u>Rocks</u>	<b>Physics:</b> <u>Electricity</u>	<b>Biology:</b> <u>Animals including humans</u>  (digestive system and teeth)	<b>Biology:</b> <u>Animals including humans</u>  (Food chains)	<b>Consolidation of working scientifically</b>	<b>Biology:</b> <u>Living things and their habitats</u>  (Y4 statutory requirements)
<b>Working Scientifically (procedural knowledge) is taught throughout each unit</b>						
<b>History</b>		<u>Stone Age to Iron Age in Britain</u>	<u>Roman Invasion</u>	<u>Roman Settlement</u>		
<b>Working Historically (procedural knowledge) is taught throughout each unit</b>						
<b>Geography</b>	<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)
<b>Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units</b>						
<b>Computing</b>	<u>Word Processing</u>		<u>Internet research and communication</u>		<u>Presentation skills</u>	
<b>Art</b>	<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	<b>Me and My relationships</b>	<b>Valuing Difference</b>	<b>Keeping myself safe</b>	<b>Rights and Responsibilities</b>	<b>Being my best</b>	<b>Growing and changing</b>

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	<ul style="list-style-type: none"> <li>• An email from Harold!</li> <li>• Ok or not ok? (part 1)</li> <li>• Ok or not ok? (part 2)</li> <li>• Human machines</li> <li>• Different feelings</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Can you sort it?</li> <li>• Islands</li> <li>• Friend or acquaintance?</li> <li>• What would I do?</li> <li>• The people we share our world with</li> <li>• That is such a stereotype!</li> </ul>	<ul style="list-style-type: none"> <li>• Danger, risk or hazard?</li> <li>• Picture Wise</li> <li>• How dare you!</li> <li>• Medicines: check the label</li> <li>• Know the norms</li> <li>• Keeping ourselves safe</li> <li>• Raisin challenge (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Who helps us stay healthy and safe?</li> <li>• It's your right</li> <li>• How do we make a difference?</li> <li>• In the news!</li> <li>• Safety in numbers</li> <li>• Logo quiz</li> <li>• Harold's expenses</li> <li>• Why pay taxes?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me ME!</li> <li>• Making choices</li> <li>• SCARF Hotel</li> <li>• Harold's Seven Rs</li> <li>• My school community (1)</li> <li>• Basic first aid</li> </ul>	<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

# Year 3 & Year 4 Long Term Curriculum Overview

YEAR 3/4 B						
	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)
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<b>Science</b>	<u>Biology:</u> Plants  (Pollination and seed dispersal)	<u>Chemistry:</u> States of matter	<u>Physics:</u> Light	<u>Physics:</u> Forces and Magnets	<u>Biology:</u> Animals including humans  (Y3 statutory requirements)	<u>Physics:</u> Sound  (Y4 statutory requirements)
<b>Working Scientifically (procedural knowledge) is taught throughout each unit</b>						
<b>History</b>			<u>Early Civilisations</u>  (Ancient Egypt)		<u>Ancient Greece</u>	
<b>Working Historically (procedural knowledge) is taught throughout each unit</b>						
<b>Geography</b>	<u>Physical Geography</u>  (Rivers)	<u>Physical Geography</u>  (Mountains)				
<b>Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units</b>						
<b>Computing</b>	<u>Programming for Scratch</u> Laptops		<u>Word Processing</u>		<u>Drawing and DTP</u> Designing Posters	
<b>Art</b>	<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)	

## Year 3 & Year 4 Long Term Curriculum Overview

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	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping myself safe</b>	<b>Rights and responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>

## Year 3 & Year 4

### Long Term Curriculum Overview

	<ul style="list-style-type: none"> <li>As a rule</li> <li>My special pet</li> <li>Tangram team challenge</li> <li>Looking after our special people</li> <li>How can we solve this problem?</li> <li>Dan's dare</li> <li>Thanks</li> <li>Friends are special</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Family and friends</li> <li>My community</li> <li>Respect and challenge</li> <li>Our friends and neighbours</li> <li>Let's celebrate our differences</li> <li>Zeb</li> </ul>	<ul style="list-style-type: none"> <li>Safe or unsafe?</li> <li>Danger or risk?</li> <li>The Risk Robot</li> <li>Alcohol and cigarettes: the facts</li> <li>Super Searcher</li> <li>None of your business!</li> <li>Raisin challenge (1)</li> <li>Help or harm?</li> </ul>	<ul style="list-style-type: none"> <li>Our helpful volunteers</li> <li>Helping each other to stay safe</li> <li>Recount task</li> <li>Harold's environment project</li> <li>Can Harold afford it?</li> <li>Earning money</li> </ul>	<ul style="list-style-type: none"> <li>Derek cooks dinner! (healthy eating)</li> <li>Poorly Harold</li> <li>For or against?</li> <li>I am fantastic!</li> <li>Getting on with your nerves!</li> <li>Body team work</li> <li>Top talents</li> </ul>	<p><b>Please move to single year groups for this term's lessons about changes</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <ul style="list-style-type: none"> <li>Relationship Tree</li> <li>Body space</li> <li>Secret or surprise?</li> <li>My changing body</li> <li>Basic first aid</li> </ul> </div> <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