

# Curriculum Overview Year 3 & Year 4



Year 3	Autumn	Spring	Summer	Year 4	Autumn	Spring	Summer
<b>Class Texts</b>	<ul style="list-style-type: none"> <li>The Iron Man – Ted Hughes</li> <li>The Butterfly Lion - Michael Morpurgo</li> </ul>	<ul style="list-style-type: none"> <li>The Adventures of Paddington Bear - Michael Bond</li> </ul>	<ul style="list-style-type: none"> <li>The Case of the Missing Dog – Jaci Edwards</li> <li>Cloud Busting - Malorie Blackman</li> </ul>	<b>Class Texts</b>	<ul style="list-style-type: none"> <li>The Mousehole Cat by Antonia Barber</li> <li>The Witches by Roald Dahl</li> </ul>	<ul style="list-style-type: none"> <li>The Firework Maker's Daughter by Philip Pullman</li> <li>Oliver Twist retold by Pamela Francis</li> </ul>	<ul style="list-style-type: none"> <li>The Boy Who Grew Dragons by Andy Shepherd</li> <li>The House with Chicken Legs by Sophie Anderson</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Understand how to use a root words to help them read unfamiliar words.</li> <li>Understand how prefixes and suffixes can change the meaning of a word.</li> <li>Understand the sequence of events in a narrative is called a plot.</li> <li>Recognise and name different types of poems which have been read.</li> <li>Know how to find key words or information in a non-fiction book.</li> <li>Use a dictionary to check the meaning of new words.</li> <li>Ask questions to ensure understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Know some words may have a similar pronunciation but may be written differently.</li> <li>Know that unfamiliar words can be read by using knowledge of similar words (analogy).</li> <li>Know that writers choose words and language to create an effect on the reader.</li> <li>Understand that there can be more than one interpretation of a poem.</li> <li>Understand that the meaning of poems can be enhanced by performance.</li> <li>Know the message in a book is called a theme.</li> <li>Understand the organisation and layout of a book may be different according to it</li> </ul>	<ul style="list-style-type: none"> <li>Recognise words and language that show the setting of a book.</li> <li>Know that intonation, tone, action and volume can be used to enhance meaning.</li> <li>Infer characters' feelings, thoughts, motives and actions.</li> <li>Identify the organisation and layout in books and know how it helps them to understand it better.</li> <li>Use analogy, drawing on the pronunciation of similar known words to read others.</li> <li>Explain why a writer has chosen specific words or language.</li> <li>Make connections between books written by the same author.</li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>Know that there is a range of narrative stories.</li> <li>Understand that stories have different plots patterns.</li> <li>Understand that writers open stories in different ways.</li> <li>Know that there are different forms of poetry.</li> <li>Know that words and language create effect in poems.</li> <li>Identify the main idea of a text.</li> <li>Summarise the main idea of a text.</li> <li>Choose a specific non-fiction book for a purpose.</li> <li>Empathise with a character.</li> </ul>	<ul style="list-style-type: none"> <li>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</li> <li>Identify words and language that show a setting of a book.</li> <li>Know that writers choose words and language to show atmosphere, mood or feeling.</li> <li>Identify different openings in different books and compare openings.</li> <li>Know that poems may have patterned language.</li> <li>Understand why a character acted, behaved or felt a certain way.</li> <li>Explain how the writer made sure of the readers' response, using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Know that intonation, tone, volume and actions can be used to enhance meaning.</li> <li>Infer meaning using evidence from events, description and dialogue.</li> <li>Explain how the writer has used words and language to show the setting of a book.</li> <li>Explain how the words and language used show atmosphere, mood or feeling.</li> <li>Use words from reading in their own writing.</li> <li>Prepare poems to read aloud or perform.</li> <li>Ask questions to deepen understanding of a text – between and beyond the lines.</li> <li>Find where a writer has made a reader respond to a certain way.</li> <li>Adapt own responses in light of others.</li> </ul>

		the purpose of the book.	<ul style="list-style-type: none"> <li>• Give reasons for predicting what might happen next.</li> <li>•</li> </ul>				<ul style="list-style-type: none"> <li>• Scan and skim a page or paragraph to find key information</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Defeating the Monster Tale – Dialogue – Rumpelstiltskin</li> <li>• Instructions – How to Spin Gold</li> <li>• Warning Tale – Characterisation – Stone Trolls</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological Report – The Truth About Trolls</li> <li>• Finding Tale – Description – Adventure at Sandy Cove</li> <li>• Recount – Journey to the Jungle</li> </ul>	<ul style="list-style-type: none"> <li>• Journey Tale – Suspense – Billy Brave Knight</li> <li>• Explanation – Why No-one Has Ever Seen a Unicorn</li> <li>• Losing Tale – Description</li> </ul>	Writing	<ul style="list-style-type: none"> <li>• Model text: Alfie and the Magical Bird Story type: Quest Toolkit – Description</li> <li>• Model text: How to trap a dragon Text type: Instructions</li> <li>• Model text: The Canal Story type: Warning Story Toolkit - Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Model text: Dragon attacks school newspaper account Text type: Newspaper (recount)</li> <li>• Model text: Poppy, Waldo and the Giant Story type: Meeting Tale Toolkit – Building Suspense</li> <li>• Model text: Tree Giants Text type: Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Model text: Elf Road Story type: Portal Toolkit – Settings</li> <li>• Model text: WANTED Dragon Catcher advert Text type: Persuasion</li> <li>• Model text: The King of the Fishes Story type: Wishing Tale Toolkit – Openings and Endings</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Place Value within 1000</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Length and perimeter</li> <li>• Fractions</li> <li>• Mass</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Money</li> <li>• Time</li> <li>• Angles and properties of shape</li> <li>• Statistics</li> </ul>	Maths	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Area</li> <li>• Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Perimeter</li> <li>• Fractions</li> <li>• Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money</li> <li>• Time</li> <li>• Geometry: Angles and 2D shapes</li> <li>• Statistics</li> <li>• Position and Direction</li> </ul>
Science	Physics: <ul style="list-style-type: none"> <li>• Forces and magnets:</li> <li>• Magnetic materials</li> <li>• Attracting and repelling</li> <li>•</li> </ul>	Chemistry: <ul style="list-style-type: none"> <li>• Rocks and soils: types of rock, how soil is formed</li> <li>• Physics: Light and Shadows</li> </ul>	Biology: <ul style="list-style-type: none"> <li>• Plants: Explore the requirements of plants for life and growth (air, light, water, nutrients from sol, and room to grow)</li> <li>• Animals &amp; Human: nutrition, muscles and skeletons</li> </ul>	Science	Physics: <ul style="list-style-type: none"> <li>• Sound: how sounds are made</li> <li>• How sounds travel</li> </ul>	Physics: <ul style="list-style-type: none"> <li>• Simple electrical circuit</li> </ul> Biology: <ul style="list-style-type: none"> <li>• Living things and their habitats</li> </ul>	Chemistry: <ul style="list-style-type: none"> <li>• States of Matter</li> <li>• Liquids, Solids &amp; Gases</li> </ul> Biology: <ul style="list-style-type: none"> <li>Animals including Humans:               <ul style="list-style-type: none"> <li>• The digestive system</li> <li>• Teeth</li> <li>• Food chains</li> </ul> </li> </ul>
Geography	Maps <ul style="list-style-type: none"> <li>• Keys and symbols</li> <li>• 8 compass points</li> <li>• Using coordinates</li> </ul>	The United Kingdom <ul style="list-style-type: none"> <li>• Counties</li> <li>• Rivers</li> <li>• Cities</li> <li>• Mountains</li> </ul>	Europe <ul style="list-style-type: none"> <li>• Countries</li> <li>• Cities</li> <li>• Natural and man-made features</li> </ul>	Geography		Natural Disasters: <ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Volcanoes</li> <li>• Tsunami</li> </ul>	Water: <ul style="list-style-type: none"> <li>• The water cycle</li> <li>• Flooding</li> <li>• Rivers</li> </ul>

History	<ul style="list-style-type: none"> <li>• Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in Britain from Stone Age to Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Local Study -Creswell Crags</li> </ul>	History	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> </ul>		<ul style="list-style-type: none"> <li>• The Mayans</li> </ul>
PSHE	<p>Being Healthy:</p> <ul style="list-style-type: none"> <li>• What a balanced healthy lifestyle means</li> <li>• Hygiene</li> <li>• Sleep</li> <li>• Balancing online / offline time</li> </ul> <p>Difference &amp; Diversity:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Critical friend</li> <li>• Challenging stereotypes</li> </ul>	<p>Exploring Emotions:</p> <ul style="list-style-type: none"> <li>• Responding to feelings</li> <li>• Supporting mental health</li> <li>• Expressing how we feel</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Building positive friendships</li> <li>• Different ways people care for each other</li> </ul>	<p>Being Responsible:</p> <ul style="list-style-type: none"> <li>• Reasons for rules and laws</li> <li>• Human rights</li> <li>• Protecting the environment at home and school</li> </ul> <p>Bullying Matters:</p> <ul style="list-style-type: none"> <li>• Positive ways to resolve disputes</li> <li>• The importance of seeking support</li> <li>• Strategies to respond to feeling unsafe or hurt, online and offline</li> </ul>	PSHE	<p>Drug Education:</p> <ul style="list-style-type: none"> <li>• Medicine, healthy lifestyles</li> <li>• Hazards and staying safe</li> </ul> <p>Being Me:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Community</li> </ul>	<p>Changes:</p> <ul style="list-style-type: none"> <li>• Coping with feelings, thoughts, emotions and behaviours</li> </ul> <p>Growing Up:</p> <ul style="list-style-type: none"> <li>• The human lifecycle</li> </ul>	<p>Money Matters:</p> <ul style="list-style-type: none"> <li>• Managing money</li> <li>• Attitudes</li> </ul> <p>Being Safe:</p> <ul style="list-style-type: none"> <li>• Online / Offline safety</li> </ul> <p>Acceptable / unacceptable contact</p> <ul style="list-style-type: none"> <li>• Safety in the environment</li> </ul>
Relationships and Sex Education			<ul style="list-style-type: none"> <li>• People are unique</li> <li>• Respecting differences</li> <li>• Differences between male and female bodies</li> <li>• To consider appropriate and inappropriate physical contact and consent</li> <li>• Different types of families</li> <li>• Who to go to for help and support</li> </ul>	Relationships and Sex Education			<p>Growing Up:</p> <ul style="list-style-type: none"> <li>• Human lifecycle</li> <li>• Basic facts about puberty</li> <li>• Healthy and respectful relationships</li> </ul>
Art & Design	<p>Drawing and Painting:</p> <ul style="list-style-type: none"> <li>• Sketching with pencils of different grade</li> <li>• Showing line, tone and texture</li> <li>• Mixing and using watercolour paints</li> </ul>	<p>Collage:</p> <ul style="list-style-type: none"> <li>• Using coiling, overlapping, montage, tessellation and mosaic</li> </ul>	<p>Sculpture:</p> <ul style="list-style-type: none"> <li>• Using clay and other mouldable materials</li> <li>• Including texture that conveys feelings, movement or expression</li> </ul>	Art & Design	<p>Print:</p> <ul style="list-style-type: none"> <li>• Layers of two or more colours</li> <li>• Making printing blocks</li> <li>• Replicating patterns</li> </ul>	<p>Textiles:</p> <ul style="list-style-type: none"> <li>• Use basic cross stitch and back stitch</li> <li>• Quilt, pad and gather fabric</li> </ul>	<p>Digital Media:</p> <ul style="list-style-type: none"> <li>• Create sketch books</li> <li>• Developing control</li> <li>• Create images, video and sound recordings</li> </ul>

	<ul style="list-style-type: none"> <li>Choosing brushes and applying paint to show line, tone and texture</li> </ul>						
DT	<ul style="list-style-type: none"> <li>Making a textile product: using a needle and thread, know what a seam is and construct an appealing product e.g. pencil case</li> </ul>	<ul style="list-style-type: none"> <li>Making a product which uses forces, pulleys or levers; how to construct and strengthen materials</li> </ul>	<ul style="list-style-type: none"> <li>Food technology: making a savoury dish; know how to control an oven or hob for cooking</li> </ul>	DT	<ul style="list-style-type: none"> <li>Making Biscuits: Investigate, design, make and evaluate a food product and its packaging</li> </ul>	<ul style="list-style-type: none"> <li>Making a framed 2D textile picture</li> </ul>	<ul style="list-style-type: none"> <li>Making a product with a simple electrical circuit e.g. a torch</li> </ul>
Computing	<ul style="list-style-type: none"> <li>How computers are connected</li> <li>The World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>Stop frame animation</li> </ul>	<ul style="list-style-type: none"> <li>Programming – sequence in music</li> </ul>	Computing	<ul style="list-style-type: none"> <li>Data Information</li> <li>Data Logging</li> </ul>	<ul style="list-style-type: none"> <li>Programming – Repetition in games</li> </ul>	<ul style="list-style-type: none"> <li>Creating media – photo editing</li> </ul>
PE	<p>Chesterfield Football Club:</p> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Attacking and Defending</li> <li>Football</li> </ul> <p>Bolsover Sports: Eat Well Package</p> <ul style="list-style-type: none"> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordination games</li> <li>Bench ball</li> <li>Gymnastic: flight, balance, travel, rotation</li> <li>Health and wellbeing conditioning: body management, diet, body image</li> </ul>	<ul style="list-style-type: none"> <li>Striking and fielding</li> <li>Throwing and catching</li> <li>Athletics: running, jumping and throwing</li> </ul>	PE	<p>Chesterfield Football Club:</p> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Attacking and Defending</li> <li>Football</li> <li>Teamwork</li> <li>Tag Rugby</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordination games</li> <li>Bench ball</li> <li>Gymnastic: flight, balance, travel, rotation</li> <li>Health and wellbeing conditioning: body management, diet, body image</li> </ul>	<ul style="list-style-type: none"> <li>Striking and fielding</li> <li>Throwing and catching</li> <li>Athletics: sprints, jumps and throwing (javelin)</li> </ul>
RE	<ul style="list-style-type: none"> <li>What do different people believe about God?</li> <li>Why do people pray? (Christians and Muslims)</li> </ul>	<ul style="list-style-type: none"> <li>Why is the Bible important for Christians today?</li> </ul>	<ul style="list-style-type: none"> <li>Why are festivals important to religious communities?</li> <li>What does it mean to be a Christian in Britain today?</li> </ul>	RE	<ul style="list-style-type: none"> <li>Why are festivals important to religious communities? Hindu – Diwali</li> <li>Why do some people think life is a journey?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a Hindu in Britain today?</li> <li>What can we learn from religions about deciding what is right and wrong?</li> </ul>	<ul style="list-style-type: none"> <li>Why is Jesus inspiring to some people?</li> </ul>
Music	<ul style="list-style-type: none"> <li>Developing notation skills</li> <li>Enjoying improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Composing using your imagination</li> <li>Sharing musical experiences</li> </ul>	<ul style="list-style-type: none"> <li>Learning about musical styles</li> <li>Recognising different sounds</li> </ul>	Music	<ul style="list-style-type: none"> <li>Interesting time signatures</li> </ul>	<ul style="list-style-type: none"> <li>Creating simple Melodies Together</li> </ul>	<ul style="list-style-type: none"> <li>Connecting Notes and Feelings</li> </ul>
French	<ul style="list-style-type: none"> <li>Greetings</li> <li>Adjectives of colour, shape and size</li> </ul>	<ul style="list-style-type: none"> <li>Playground games – numbers and ages</li> <li>In a French classroom</li> <li>Masculine and feminine</li> </ul>	<ul style="list-style-type: none"> <li>Transport and travel</li> <li>Animal vocabulary</li> <li>Habitat names</li> </ul>	French	<ul style="list-style-type: none"> <li>Portraits</li> <li>Clothing</li> </ul>	<ul style="list-style-type: none"> <li>Numbers, calendars and Birthdays</li> <li>French and Eurovision Songs</li> </ul>	<ul style="list-style-type: none"> <li>Weather and the water cycle</li> <li>Food -Miami,Miami!</li> </ul>