

# Y3 & Y4 CURRICULUM OVERVIEW 2016-2017



Subjects	National Curriculum Focus	Summer Term	Helping your child at home
<p><b>Religious Education</b></p>	<p>At St Benet's we believe that Religious Education is central to the educative mission of the Church. Religious Education is taught through the process of <i>Explore, Reveal, Respond</i>. This follows the pattern of: the human <b>search</b> for meaning, God's initiative in <b>Revelation</b> and the <b>response</b> in faith. We follow the 'Come and See' Catholic Primary Religious Education programme.</p>	<p><b><u>Energy-Pentecost</u></b> Children will learn that the Spirit of God is active in each person, and, in a special way, in the community of believers, which is the church. It is the work of the Spirit to enable people to hear God's message and to live Jesus' way of service.</p> <p><b><u>Choices-Reconciliation/Anointing of the sick</u></b> Children will look at the importance of examining your conscience when making choices in order to make the right choice and minimise bad effects for ourselves and others. The sacrament of reconciliation is a celebration of God's love and mercy.</p> <p><b><u>Special Places-Universal Church</u></b> Children will look at special places within the Christian community. Places where people gather for prayer and worship. Places are holy because of their association with Jesus or holy people, places of pilgrimage.</p>	<ul style="list-style-type: none"> <li>• Visit church when possible</li> <li>• Share prayers at home with family</li> <li>• Talk to your child about how we can make the right choices and how we can forgive others for wrong choices</li> <li>• Support your children with research at home</li> <li>• If possible visit special places within the Christian community.</li> </ul>
<p><b>English</b></p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. *See English National Curriculum Overview for more information.</p>	<p><b><u>Y3 Genres of Writing (to be covered throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Narrative (Quest)</li> <li>• Summary of reading</li> <li>• Discussion writing</li> <li>• Instructions</li> <li>• Poetry</li> </ul> <p><b><u>Grammar &amp; Punctuation:</u></b> Using: a broader range of connectives - time, place and cause, adverbs for manner, time and place, fronted adverbials prepositions, choosing pronouns for clarity, paragraphs, commas to demarcate clauses at the beginning of a sentence, speech marks, possessive apostrophe</p> <p><b><u>Class based novel:</u></b></p> <ul style="list-style-type: none"> <li>• How to Train Your Dragon</li> </ul>	<p><b><u>Y3 and 4:</u></b></p> <ul style="list-style-type: none"> <li>• Read class based novel at home</li> <li>• Practise spelling list</li> <li>• Read school stage book together</li> <li>• Look for Alan Peat apps</li> <li>• Puppet pals (app)</li> <li>• <a href="http://www.bbc.co.uk/bitesize/ks2/english/">http://www.bbc.co.uk/bitesize/ks2/english/</a></li> <li>• Journal</li> <li>• Practise handwriting</li> <li>• Read regularly with your child-build up unfamiliar words, make predictions about the text</li> </ul>

		<p><b><u>Y4 Genres of Writing (to be covered throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Explanations</li> <li>• Persuasive writing</li> <li>• Letter writing</li> <li>• Discussion</li> <li>• Recount</li> <li>• Historical story</li> </ul> <p><b><u>Grammar &amp; Punctuation:</u></b>  Consistent use of: paragraphs, commas to demarcate clauses and fronted adverbial, connectives of time, place, cause, choosing pronouns for clarity, speech marks, possessive apostrophe, use of present perfect form of verbs in contrast to past tense</p> <p><b><u>Class based novel:</u></b></p> <ul style="list-style-type: none"> <li>• Friend or Foe</li> </ul>	
<p><b>Mathematics</b></p>	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>-become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</li> <li>-reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li>-can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul> <p>*See Maths National Curriculum Overview for more information.</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Measure</b>-converting and measuring length, capacity and mass</li> <li>• <b>Shape</b>-perimeter of 2D shapes</li> <li>• <b>Angles</b>-acute and obtuse angles, associate angles with turning</li> <li>• <b>Problem solving</b>-2 step addition and subtraction questions, place value, multiples</li> <li>• <b>Place value</b>-1000 more or less than a given number</li> <li>• <b>Multiplication</b>-multiply 2 digit and 3 digit numbers by 1 digit</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Time</b>-converting between analogue and digital time</li> <li>• <b>Measure</b>-converting and measuring capacity, length and weight, area and perimeter</li> <li>• <b>Geometry</b>- Coordinates and angles, translation, symmetry</li> <li>• <b>Data handling</b>-line graphs</li> <li>• <b>Fractions</b>-fractions to decimals, equivalent fractions, fractions of amounts</li> <li>• <b>Place value</b>-Decimals on a scale</li> <li>• <b>Problem Solving</b>-Solve problems using skills covered throughout the term</li> </ul>	<ul style="list-style-type: none"> <li>• Times tables</li> <li>• <a href="http://www.bbc.co.uk/bitesize/ks2/maths/">http://www.bbc.co.uk/bitesize/ks2/maths/</a></li> <li>• <a href="http://uk.mathletics.com/">http://uk.mathletics.com/</a></li> <li>• Operation Maths, Mr Thorne (app)</li> <li>• Encourage use of maths skills during every day situations e.g using time and money in a shop</li> <li>• <a href="http://nrich.maths.org/frontpage">http://nrich.maths.org/frontpage</a> (good for problem solving activities)</li> <li>• <a href="http://mathszone.co.uk/">http://mathszone.co.uk/</a></li> </ul>

<p><b>Science</b></p>	<p>During years 3 and 4, pupils should be taught to use practical scientific methods, processes and skills through the teaching of the programme of study content. Children should be able to ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p><b><u>Animals including humans (nutrition/skeleton/muscles)</u></b> Throughout this topic, the children will learn the importance of exercise. They will look at the need to eat the right amounts of food, that animals cannot make their own food and that some animals only eat other animals, some plants and others both. They will also look at how nutrients and water are transported around animals.</p> <p><b><u>Animals including humans (food chains, digestive system, teeth)</u></b> During the topic, children will be taught to describe the digestive system in humans. They will learn how to identify the different types of teeth in humans and their functions. They will also construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/bitesize/ks2/science/">http://www.bbc.co.uk/bitesize/ks2/science/</a></li> <li>• <a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a></li> <li>• <a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> <li>• Discuss the human body and how it moves/works</li> <li>• Discuss how to keep body, including teeth healthy.</li> </ul>
<p><b>Art &amp; Design</b></p>	<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p><b><u>Linked to History and Geography Topic (Stone Age-Iron Age )</u></b> Children will have experience of making some of the following things:-</p> <ul style="list-style-type: none"> <li>• Design and make a clay pot</li> <li>• Cave paintings</li> <li>• Fabric dying</li> <li>• Hand stencils</li> </ul>	<ul style="list-style-type: none"> <li>• Research varying styles and design of art and design</li> <li>• <a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> </ul>
<p><b>Computing</b></p>	<p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.</p>	<p><b><u>Understanding and completing algorithms</u></b></p> <p>In this unit children will learn how to</p> <ul style="list-style-type: none"> <li>• Understand that sequences can be repeated to work more efficiently.</li> <li>• Be aware that things in the real world are controlled by input devices.</li> <li>• Be confident in explaining to others the reason why a sequence worked or had to be modified.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss technology used in every day situations</li> <li>• Identifying programs (a sequence of steps) when at home e.g. making a cup of tea</li> <li>• Discuss with your children the need to be aware of technology and how to use it safely.</li> </ul>
<p><b>Design &amp; Technology</b></p>	<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on</p>	<p><b><u>See Art and Design section</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or</li> </ul>	<ul style="list-style-type: none"> <li>• Research Stone age art and sculptures e.g. Stonehenge, stone age jewellery, houses from the stone age-what materials did they use?</li> </ul>

	disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.	groups  <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul>	
<b>Geography</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.	<b>Human and physical geography; geographical skills and fieldwork-Investigating our local area</b>  Locational knowledge:-name and locate countries and cities of the united kingdom <ul style="list-style-type: none"> <li>Understand geographical similarities and differences of human and physical geography of a local area.</li> <li>Human geography-Look at types of settlement and land use, economic activity and the distribution of natural resources.</li> <li>Physical geography-features of the local area including rivers, climate zones and mountains.</li> <li>Use fieldwork to observe measure and record the human and physical features in our local area using a range of methods, including sketch maps, plans and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the features of your local area with children-e.g. rivers, weather</li> <li>How does our area differ from others?</li> <li>Encourage children to bring in artefacts relating to our local area, e.g. maps, photographs</li> <li><a href="http://primarygamesarena.com/Subjects/Geography">http://primarygamesarena.com/Subjects/Geography</a></li> </ul>
<b>History</b>	Through the teaching of history, we aim to help children gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring their curiosity to know more about the past. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	<b><u>The changes of Britain from the Stone Age to the Iron Age</u></b> Children begin a depth study of life and achievements of the late Neolithic hunter-gathers and early farmers e.g. Skara Brae. They will look at Bronze age religion, technology and travel e.g. Stonehenge. Children will also learn about iron age hill forts, tribal kingdoms, farming, art and culture	<ul style="list-style-type: none"> <li>Visit local museums to further knowledge</li> <li>Research Stone age-Iron age and their way of life to further understanding</li> <li>BBC bitesize-KS2 history</li> <li><a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> </ul>
<b>Languages</b>	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and	French- <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Review the vocabulary taught in school</li> <li>BBC-Schools-Primary Languages (revisits simple language e.g. numbers taught in French)</li> <li><a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> </ul>

	<p>in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>	<p>of words</p> <p>Year 4-Recap work in first term. Revisit:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers 1-12</li> <li>• Family</li> </ul> <p>Year 3-Miss Dixon from St. Anthony's to teach children (separate scheme of work)</p> <ul style="list-style-type: none"> <li>• Numbers, greetings, sports</li> </ul>	
<p><b>Music</b></p>	<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	<ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music across a range of historical periods (Stone age to iron age) , genres, styles and traditions, including the works of the great composers and musicians</li> <li>• Use singing to create and compose music on their own and with others,</li> <li>• Have the opportunity to learn a musical instrument (Chalumeau taught by outside agency with year 4)</li> </ul> <p><b><u>Class Orchestra</u></b> Children will continue to gain confidence and control of their musical ability and begin to develop their understanding of organising musical structures. Children will play and perform in solo and group contexts using both their voice and musical instruments.</p>	<ul style="list-style-type: none"> <li>• Garage band (app)</li> <li>• Medley (app)</li> <li>• Music lessons available in school</li> </ul>
<p><b>Physical Education</b></p>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p><b>Y3 Swimming</b> <b>Gymnastics:</b> The children will participate in several floor exercises, following techniques which are shown in Key Stage Gymnastics - English Gymnastics Skills Book. The children will work on their balance by using the apparatus in the hall to walk along mats, beams and benches. <b>Athletics:</b> The children will take part in sprint races and suitable distance running, where they will follow instructions to improve their posture and technique. The children will take part in long jump sessions from a standing start, aiming to beat their personal best. In addition, they will be taught to safely throw objects over a long distance using bean bags, or foam rockets, to replicate the shot put and javelin.</p>	<ul style="list-style-type: none"> <li>• Sports clubs in school</li> <li>• Swimming outside of school to gain confidence</li> <li>• Practise throwing, catching, kicking skills using balls</li> </ul>

## SEAL

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.

### Relationships:

This theme focuses on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

### Changes:

During this theme children will explore the issue of change and will provide children with aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. Children will develop ways to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.

- Refer to school website for information about suitable anti-bullying websites
- Discuss with your child their talents and celebrate their achievements at home
- Talk to them about the qualities of a good friend and how to listen and play cooperatively with others

As always our curriculum grids are a dynamic document and plans can be adapted throughout the course of the term. If you need further clarification, contact your child's class teacher or ask any questions at Parents' Evening.