

# Y3 & Y4 CURRICULUM OVERVIEW 2016



Subjects	National Curriculum Focus	Autumn 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>HOMES:</b> God's vision for every family - the children will know and understand 'the joys and sorrows of being a family at home.' They will know and understand God's vision for every family.</p> <p><b>PROMISES:</b> Promises made at Baptism - will know and understand that belonging to a group involves promises and rules. They will know and understand the meaning of the promises made at Baptism</p> <p><b>VISITORS:</b> Waiting for the coming of Jesus - will know and understand the demands and joys of visitors. They will know and understand about Advent: waiting for the coming of Jesus.</p> <p><b>JUDAISM:</b> Places for worship - The synagogue</p>	<ul style="list-style-type: none"> <li>• Visit church when possible</li> <li>• Share prayers at home with family</li> <li>• Encourage the children to share resources linked to the RE topic e.g. baptism-photographs, artefacts</li> <li>• Talk to your child about their baptism/initiation to their religion or if they do not have a religion</li> <li>• Support your children with research at home</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, wishing or warning story)</li> <li>• narrative (alternative point of view)</li> <li>• recount</li> <li>• newspaper report</li> <li>• summary of reading</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>Y3 and 4:</u></b></p> <ul style="list-style-type: none"> <li>• Read class based novel at home - Fantastic Mr Fox (Y3) or The Chronicles of Narnia (Y4)</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> </ul>

		<p><b><u>Class based novel:</u></b></p> <ul style="list-style-type: none"> <li>• Fantastic Mr Fox</li> </ul> <p>-newspaper report -recount</p> <p><b><u>Y4 Genres of Writing (to be covered throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• narrative (moral dilemma, different time periods) -myths and legends</li> <li>• discussion (comparison)</li> <li>• persuasion</li> <li>• explanation</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>• The Chronicles of Narnia</li> </ul> <p>-narrative -information report</p>	<ul style="list-style-type: none"> <li>• Keep a journal</li> <li>• Practise handwriting</li> <li>• Read regularly with your child-build up unfamiliar words, make predictions about the text</li> <li>• Take turns (between adult and child) reading the text</li> </ul>
<p><b>Mathematics</b></p>	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <p>-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.</p> <p>-reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</p> <p>-can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Place Value</b>-up to 1000, read and write numbers in digits and words up to 1000, recognise the place value of each digit in a three digit number</li> <li>• <b>Four Operations</b>-<i>addition and subtraction</i>-up to three digits using column addition method, <i>-multiplication and division</i>-recall and use multiplication facts for the 3, 4 and 8 times tables, use the tables to help with written methods</li> <li>• <b>Shape and Symmetry</b>-2D shapes, 3D shapes with increasing accuracy, right angles and various line types e.g. horizontal and perpendicular.</li> <li>• <b>Time</b>- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks</li> <li>• <b>Money</b>- add and subtract amounts of money to give change, using both £ and p in practical</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 everyday 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>sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p> <p>*See Maths National Curriculum Overview for more information.</p>	<p>contexts</p> <ul style="list-style-type: none"> <li>• <b>Problem Solving</b>-solve problems that involve all of the above</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Place value</b>-recognise the place value of each digit in a four digit number</li> <li>• <b>Four Operations</b>-<i>addition and subtraction</i>-add and subtract numbers up to four digits using written methods. <i>-multiplication and division</i>-recall multiplication and division facts up to 12x12</li> <li>• <b>Shape</b>-compare and classify geometric shapes, identify acute and obtuse angles</li> <li>• <b>Date Handling</b>-interpret and present discrete data, using bar charts</li> <li>• Symmetry-identify lines of symmetry in 2D shapes</li> <li>• Problem Solving-Solve problems using skills covered throughout the term</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>FORCES &amp; MAGNETS</u></b> The children will:</p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b><u>STATES OF MATTER (MATERIALS)</u></b> The children will:</p> <ul style="list-style-type: none"> <li>• Compare and group together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or</li> </ul>	<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>• Explore states of matter during everyday situations e.g. boiling a kettle, how the water changes from a liquid to a gas</li> </ul>

		<p>research the temperature at which this happens in degrees celcius</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	
<b>Art &amp; Design</b>	<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>In this term children will learn to:</p> <ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, using paint and printing to create Roman mosaics (linked to history topic).</li> </ul>	<ul style="list-style-type: none"> <li>Look out for mosaics in their local environment</li> <li>Research varying styles and design of mosaic</li> <li><a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> </ul>
<b>Computing</b>	<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>Understanding and completing algorithms</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>
<b>Design &amp; Technology</b>	<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 disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful,</p>	<p><b>Linked to the History topic Romans, children to design, make and evaluate a model using clay.</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 groups</li> </ul> <p><b>Make</b></p>	<ul style="list-style-type: none"> <li>research Roman art and sculptures e.g. the use of circles in art and design, sculptures</li> <li><a href="http://www.ducksters.com/history/art/ancient_roman_art.php">http://www.ducksters.com/history/art/ancient_roman_art.php</a></li> </ul>

	<p>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.</p>	<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> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul>	
<b>Geography</b>	<p>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.</p>	<p><b>What on Earth? Our world from the International Space Station</b></p> <ul style="list-style-type: none"> <li>Locational knowledge;-name and locate countries and cities of the united kingdom</li> <li>human and physical geography; describe and understand key aspects of physical geography, including: climate zones,</li> <li>geographical skills and fieldwork</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>discuss the features of your local area with children-e.g. rivers, weather</li> <li>find out about the international space station and what it is used for</li> <li><a href="http://primarygamesarena.com/Subjects/Geography">http://primarygamesarena.com/Subjects/Geography</a></li> <li><a href="https://www.esa.int/esaKIDSen/SEMZXJWJD1E_LifeinSpace_0.html">https://www.esa.int/esaKIDSen/SEMZXJWJD1E_LifeinSpace_0.html</a></li> </ul>
<b>History</b>	<p>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.</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Visit roman sites in the local area, e.g. Hadrian's Wall and Segadunum.</li> <li>Research Romans 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>	<p>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 in writing. It should also provide</p>	<p>French-</p> <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 of words</li> </ul> <p>Year 3-Recap work in year 2. Introduce:</p> <ul style="list-style-type: none"> <li>Greetings</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>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>	<ul style="list-style-type: none"> <li>Numbers 1-12</li> <li>Family</li> </ul> <p>Year 4-Miss Dixon from St. Anthony's to teach children (separate scheme of work)</p> <p>World Language Day celebrated throughout school</p>	
<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 (Romans) , 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> <li>use technology appropriately and have the opportunity to</li> </ul>	<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>Swimming (Year 4 afternoon group)</p> <p><b>Invasion games (quick sticks hockey)</b>  . In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit, <i>eg football and hockey, netball and rugby, basketball and rugby</i>. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>Using floor and apparatus create and perform a sequence of contrasting actions. Show extension when balancing and flow when transferring weight. Children improve the quality of their movement.</li> </ul>	<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>

		<p><b>Swimming (Year 4)</b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	
<p><b>SEAL</b></p>	<p>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.</p>	<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p><u>New Beginnings</u> This theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning environment for all.</p> <p><u>Getting on/Falling out</u> This theme focuses on cooperation and valuing diversity. It focuses on four key content areas, developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p>	<ul style="list-style-type: none"> <li>• Refer to school website for information about suitable anti-bullying websites</li> <li>• Discuss with your child their talents and celebrate their achievements at home</li> <li>• Talk to them about the qualities of a good friend and how to listen and play cooperatively with others</li> <li>• <a href="http://www.bbc.co.uk/cbbc/topics/stay-safe">http://www.bbc.co.uk/cbbc/topics/stay-safe</a></li> <li>• <a href="http://www.kidsmart.org.uk/">http://www.kidsmart.org.uk/</a></li> <li>• <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></li> </ul>