

# Y3 & Y4 CURRICULUM OVERVIEW 2016-2017



Subjects	National Curriculum Focus	Spring 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>LOCAL CHURCH:</b> Journeys - The children will know and understand about a journey through a year. They will know and understand the Christian family's journey with Jesus through the Church's year.</p> <p><b>EUCHARIST:</b> Listening &amp; Sharing - The children will know and understand about listening and sharing with one another. They will know and understand about listening to the Word of God and sharing in Holy Communion.</p> <p><b>LENT/EASTER:</b> Giving All - The children will know and understand how people give themselves. They will know and understand Lent, a time to remember Jesus' total giving.</p> <p><b>ISLAM:</b> Places for worship - The Mosque</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</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 (FIVE PART STORY)</li> <li>• Non-chronological story</li> <li>• Persuasive writing and letters</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>• Fantastic Mr Fox</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>• Narrative</li> <li>• Instructions</li> <li>• Explanations</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><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>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 contexts</li> <li>• <b>Problem Solving</b>-solve problems that involve all of the above</li> <li>• <b>Fractions</b>-recognise and use fractions as numbers, compare and order fraction</li> <li>• <b>Data</b>- interpret and present data using bar charts, pictograms and tables</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Place value</b>-identify the value of digits in a decimal value</li> <li>• <b>Fractions</b>-Fractions of amounts, mixed numbers and improper fractions.</li> <li>• <b>Date Handling</b>-interpret and present discrete data, using bar charts and line graphs</li> <li>• <b>Angles</b>-identify and order acute, obtuse and right angles</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 style="text-align: center;"><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>Electricity</u></b> Children will be able to identify common appliances that use mains or batteries. They will construct a simple electrical circuit and explain that whether or not a bulb lights depends on whether the circuit is complete. They will recognise that switch breaks and closes a circuit and recognise some common electrical conductors and insulators.</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>	<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 electricity in everyday situations-where you use electricity in your homes? Where it comes from?</li> </ul>
<p style="text-align: center;"><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 (Egyptians)</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 piece of jewellery based on a scarab beetle.</li> <li>• Death masks</li> <li>• Hieroglyphics</li> <li>• Children will use clay to make cartouche (tablets)</li> </ul>	<ul style="list-style-type: none"> <li>• Look out for Egyptian art/jewellery in their local environment/shops</li> <li>• Research varying styles and design of hieroglyphics</li> <li>• <a href="http://www.childrensuniversity.manchester.ac.uk/">http://www.childrensuniversity.manchester.ac.uk/</a></li> </ul>
<p style="text-align: center;"><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 style="text-align: center;"><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 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.</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 groups</li> </ul> <p><b>Make</b></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>	<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 style="text-align: center;"><b>Geography</b></p>	<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>
<p style="text-align: center;"><b>History</b></p>	<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,</p>	<p><b><u>Ancient Egypt</u></b></p> <p>Children begin a depth study of life and achievements of the ancient Egyptians. Children investigate how Egyptian society was structured and read about how the Rosetta stone was discovered. They explore the mysteries of the Great Pyramid and learn about the achievements of some famous Egyptians. They will also learn how the discovery of King Tutankhamun and its artefacts provided insight into the life of a pharaoh.</p>	<ul style="list-style-type: none"> <li>Visit local museums to further knowledge</li> <li>Research Egyptians 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>

	as well as their own identity and the challenges of their time.		
<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 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>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 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>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>
<b>Music</b>	<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>	<p>The children will:</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> </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> <p><b><u>Easter Production</u></b> All Lower Junior children will take part in the Easter production. The Year 3 children will take the main acting roles and the Year 4 will support this year by singing as a whole group.</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 style="text-align: center;"><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>Y3/4 Swimming</b></p> <p><b><u>Unit 14 Gymnastics Activities</u></b> The children will develop and extend balancing skills to use in simple sequences which will be transferred from the floor to the large apparatus. They will perform for others and assess peer performances.</p> <p><b><u>Net/wall Games</u></b> Develop skills for net and wall games. Learn to direct the ball into the target area and away from opponents. They could also develop skills when playing sports with racquets.</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>
<p style="text-align: center;"><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><b><u>Say No To bullying:</u></b> This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying - what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p> <p><b><u>Going for Goals:</u></b> This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</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> </ul>
<p style="text-align: center;"><i>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.</i></p>			