

Years 3 and 4 Curriculum Content  
Rolling Programme odd  
Miss Skirving, Mr Pitts, Mrs Brannon & Mrs Barstow

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<b>English</b>	<p>Reading is at the heart of our curriculum. We foster a rich reading culture through high-quality texts and effective strategies that develop the key reading domains, including vocabulary, inference, prediction, explanation, retrieval and sequencing. Children enjoy regular teacher-led reading, whole-class sessions and small-group activities that build fluency, comprehension and a lifelong love of literature.</p> <p>We follow the <i>I Am a Clever Writer</i> approach to teaching writing, enabling pupils to develop as confident and creative writers. The Progression Documents break down the National Curriculum into clear, precise steps to ensure every child makes strong, meaningful progress. A wide range of engaging texts is used across the school to motivate learners and provide strong models for language, structure and style, helping children express themselves clearly and effectively in spoken and written English.</p>					
<b>Maths</b>	<b>Year 3</b>		<b>Year 3</b>		<b>Year 3</b>	
	Place Value Addition & Subtraction Multiplication & Division		Multiplication & Division Money Statistics Length & Perimeter Fractions		Fractions Time Properties of Shape Mass & Capacity	
	<b>Year 4</b>		<b>Year 4</b>		<b>Year 4</b>	
	Place Value Addition & Subtraction Length & Perimeter Multiplication & Division		Multiplication & Division Area Fractions Decimals		Decimals Money Time Statistics Properties of Shape Position and direction	
<b>Science</b>	Sound  Electricity		Habitats		Animals including humans (1)  Animals including humans (2)	
<b>History</b>	<b>Anglo-Saxons</b> Why did the Anglo-Saxons come to Britain?  Did their settlement make Britain a better or worse place to live?		<b>The Vikings</b> Vikings - Ruthless killers or peaceful settlers?		<b>Maya Civilisation</b> How were the Maya different to British Civilisations?  <b>Local History: Continuity &amp; Change in Amblecote (including the school)</b>  How has Amblecote changed over time?	
<b>Geography</b>	What are rivers and how are they used?		Who lives in Antarctica?		Why are rainforests important to us?	
<b>Computing</b>	Computing systems and networks	Stop frame animation	The internet	Photo editing	Data logging	Coverage of key skills / linking computing to other subjects

<b>Art</b>	<b>The Human Form</b>		<b>William Morris</b>		<b>Animals in Art</b>	
<b>Design Technology</b>	<b>Electrical systems</b> Making a torch		<b>Cooking and Nutrition</b> Eating Seasonally		<b>Textiles</b> Cross Stitch & Applique Cushions or Egyptian Collars	
<b>PSHE &amp; Well being</b>	<b>TEAM</b>  <b>Aiming High</b>		<b>Diverse Britain</b>  <b>Be Yourself</b>		<b>It's my body</b>  <b>Money Matters</b>	
<b>Physical Education</b>	Dance-Weather Dance-World War 11 Hockey (Year 3) Hockey (Year 4) Swimming (4P)		Gymnastics-Symmetry and Asymmetry Gymnastics-Bridges Netball (Year 3) Netball (Year 4) Boccia Swimming(3/4S)		Rounders (Year 3 and 4) Athletics-Throwing and catching Athletics OAA Swimming (3B)	
<b>Religious Education</b>	2a.1: <b>CREATION/FALL:</b> What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people? <ul style="list-style-type: none"> <li>• Bar/Bat Mitzvah</li> <li>• Sukkot</li> <li>• Rosh Hashanah</li> <li>• Hanukkah</li> </ul>	2a.2 <b>PEOPLE OF GOD:</b> What is it like to follow God?	How do festivals and worship show what matters to a Muslim? <ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Eid</li> <li>• Home worship</li> </ul>	2a.4 <b>GOSPEL:</b> What kind of world did Jesus want?	How do Buddhists practise their faith
<b>Music</b>	Anglo Saxon songs  Playing the recorder		Viking songs Playing accompaniments Timbre Improvise over pattern		Spell & Play, Bag, FADE, DEAF, CABBAGE Graphic Notation Computer composition	
<b>French</b>	Phonics 1&2 (X)	I am learning French (E)  Christmas (X)	Fruits (E)  Festival of the Kings (first lesson)	Animals (E)  Easter/April Fool's (X)	I am able (E)	In class (I)  Bastille Day (X)