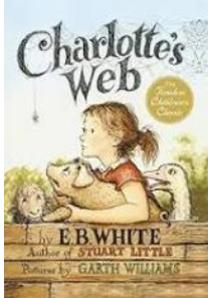
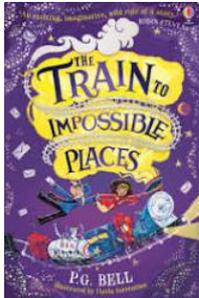


Years 3 and 4 Curriculum Content  
Rolling Programme odd  
Miss Skirving, Mr Pitts, Mrs Brannon & Mrs Barstow

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Texts</b>	<p>Tilly and the Time Machine By Adrian Edmundson</p> <p>Toto the Ninja Cat By Dermot O'Leary</p> 	<p>Charlotte's Web By E B White</p> <p>Street Child By Berlie Doherty</p> 	<p>Marcy and the Riddle of the Sphinx by Joe Stanton</p> <p>Train to Impossible Places By P.G. Bell</p> 
<b>English</b>	<p>SPaG coverage Whole class guided reading linked to texts above. WCR - Linked texts. Variety of writing styles linked to our text. Spellings Poetry Unit - The Lost Words</p>	<p>SPaG coverage Whole class guided reading linked to texts above. WCR - Linked texts. Variety of writing styles linked to our text. Spellings Poetry Unit - Apes to Zebras - A to Z of Shape Poems</p>	<p>SPaG coverage Whole class guided reading linked to texts above. WCR - Linked texts. Variety of writing styles linked to our text. Spellings Poetry Unit - The Midnight Feasts</p>
<b>Maths</b>	<b>Year 3</b>	<b>Year 3</b>	<b>Year 3</b>
	<p>Place Value Addition &amp; Subtraction Multiplication &amp; Division</p>	<p>Multiplication &amp; Division Money Statistics Length &amp; Perimeter Fractions</p>	<p>Fractions Time Properties of Shape Mass &amp; Capacity</p>
	<b>Year 4</b>	<b>Year 4</b>	<b>Year 4</b>
	<p>Place Value Addition &amp; Subtraction Length &amp; Perimeter Multiplication &amp; Division</p>	<p>Multiplication &amp; Division Area Fractions Decimals</p>	<p>Decimals Money Time Statistics Properties of Shape Position and direction</p>
<b>Science</b>	<p>Sound</p> <p>Electricity</p>	<p>Habitats</p>	<p>Animals including humans (1)</p> <p>Animals including humans (2)</p>

<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>		<b>Who lives in Antarctica?</b>		<b>Why are rainforests important to us?</b>	
<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>Diverse Britain</b>		<b>It's my body</b>	
	<b>Aiming High</b>		<b>Be Yourself</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? • Bar/Bat Mitzvah • Sukkot • Rosh Hashanah • Hanukkah	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? • Ramadan • Eid • Home worship	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	
<b>French</b>	Phonics 1&2 (X)	I am learning French (E)	Fruits (E)	Animals (E)	I am able (E)	In class (I)
		Christmas (X)	Festival of the Kings (first lesson)	Easter/April Fool's (X)		Bastille Day (X)