

**St. Edmund’s Catholic Primary School**

**Year 3 4 Curriculum Overview**

**Autumn Term**

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| **Autumn Term - Cycle A**  **Discover**  **Driver Subject: History** | | |
| **Skills: Explore issues/events or problems from different perspectives.**  **Consider the influence of circumstances, beliefs and feelings.**  **Support conclusions, using reasoned arguments and evidence.**  **Show empathy to others.**  **Curriculum enrichment:** (themed day) Learn orienteering and map reading skills in the school grounds. | | |
|  | **Autumn 1** | **Autumn 2** |
| **RE** | **Homes**  Explore how God is present in every home. This is expressed in the love that binds the family together within the home through good times and bad times.  **Promises.**  The promises made at Baptism and confirmation are the call to a new way of life. We recognise the importance of feeling comfortable with belonging to new situations and groups including families, work-places and social groupings. | **Other Faiths Judaism, Hinduism, Buddhism.**  **Visitors**  We will learn about the Advent wreath, Gaudete Sunday and preparing the church and consider both the joys and demands of accepting visitors into our homes. Advent is a time when we appreciate the love in our lives and prepare to celebrate love becoming a reality in the person of Jesus. |
| **PSHE/RSHE** | **Y3 – Relationships**  How can we be a good friend?  Making positive friendships, managing loneliness and dealing with arguments. | **Y3 Health and Well being.**  Health and Wellbeing - What keeps us safe?  How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe |
| **RSE** | Recognise different feelings and emotions that occur in different social situations and how to deal with them. | To describe and give reasons why and how certain friendships make us feel safe. |
| **English** | **Fairy/Folk Tale** The Tin Forest, The Three Wishes and The Old Lady Who Lived in a Vinegar Bottle.  **Non-Chronological Report –** Based on events from the Stone Age to the Iron Age.  **Performance Poetry.** | **Journalism – newspaper report.** Based on events in Roman Britain.  **Story with a fantasy setting.** The firework Makers Daughter  **Poems on a theme.** Fireworks and Bonfire Night |
| **Maths** | **Place Value – Addition and subtraction.**  To be able to read and write numbers in both words and digits.  Recognise the place value in 3 and 4 digit numbers.  Use mental and formal written methods to solve addition and subtraction calculations. | **Number— Multiplication and division.**  Recap 2,5,10 times table.  Y3 learn 3,4 and 8 times tables and related division facts.  Y4 learn 6,7, and 9 times tables and related division facts.  Use mental and written methods to solve multiplication and division calculations. |
| **Science** | **Forces and Magnets (communicating/observation).**  Through scientific investigation, compare how objects move on different surfaces and observe that some forces need contact between two surfaces, but magnetic forces act at a distance. | **Electricity (research)**  Using a range of primary and secondary sources of information, including photographs, videos and studying the local area, the children will learn how electricity is powered around the national grid and into our homes.  **Scientific Enquiry**  The children will learn about the different components required to make an electric circuit through investigations.    **Electricity (research)**    · Using a range od primary and secondary sources of information, including photographs, videos and studying the local area , the children will learn how electricity is powered around the national grid.    · The children will be able to understand that the voltage of electricity is significantly reduced when it enters buildings and that it is powered to electrical goods using circuits.            **Electricity (research)**    · Using a range od primary and secondary sources of information, including photographs, videos and studying the local area , the children will learn how electricity is powered around the national grid.    · The children will be able to understand that the voltage of electricity is significantly reduced when it enters buildings and that it is powered to electrical goods using circuits. |
| **History** | **Stone Age to Iron Age.**  The children will learn about the late Neolithic hunter-gatherers and early farmers – focusing on Skara Brae. As part of the Bronze Age, they will learn about Stonehenge – focusing on Religion, technology and travel. In the Iron Age, looking at hill forts; tribal kingdoms, farming art and culture. | **Roman Britain**  Looking at artefacts, maps and photographs, the children will learn about Julius Caesar’s attempted invasion of Britain in 55-54 B.C. and learn about Hadrian’s Wall and why it was built.  They will learn about the Romanisation of Britain and the  impact on society of technology, culture and beliefs including  early Christianity. |
| **Geography** | **Mapping – Human/Physical Geography.**  To identify the physical features of the Landscape on a map, including mountains, contour lines and rivers. Using an ordnance Survey map, the children will be able to interpret the key, symbols and grid references of the local area. They will also learn how to follow and read compass bearings. | **Volcanoes**  The children will learn about how and why volcanoes explode. They will understand the different shapes and formations and be able to explain the process of a volcanic eruption and the permanent changes on the physical features of the surrounding landscape. |
| **Art and Design** | **Famous Artist – Wassily Kandinsky**  Learn about the techniques Kandinsky used to create abstract art using different shapes and colour palettes. |  |
| **Design Technology** |  | **Electrical Systems.**  Design, make and evaluate a bright functional night light, lit by an electrical circuit. Understand and use circuits incorporating switches, bulbs, buzzers and motors. |
| **Computing** | **Coding (purple mash).** | **Computer science—Spreadsheets**  Use a computer program to represent information in a grid of rows and columns.  Use the spin tool to create a chart to count through the times tables and use more than, less than and equals tools. |
| **Music** | **Celts and Romans.** | **Listen and Review.**  Listen to musical pieces themed on wartime and Armistice.  Begin to understand how music can be organised to communicate different moods and effects.  **Performing**  Learn and perform songs to celebrate Christmas. |
| **PE** | **WLSP – Gymnastics**  Pupils will continue to apply and develop a broader range of gymnastic poises, jumps and rolls linked together by a series of twists and turns. | **Dance**  Pupils will continue to apply and develop a broader range of skills and sequenced dance moves and use them in a range of dances. These will include modified dance styles and techniques. |
| **MFL - French** | **Getting to Know You.**  Using conversational French, copying modelled examples, the children will practice meeting and greeting other people. | **All About Me:**  The children will practice speaking the language by having conversations with each other and copying modelled examples. They will use the knowledge from the getting to know you topic to explain more about themselves, including their hobbies, interests, favourite subjects and sports they like to do. |