

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

**Year 3 4 Curriculum Overview**

**Autumn Term**

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| **Autumn Term - Cycle B**  **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.**  **Autumn 1 – Visit to the Liverpool Museum to look at the Egyptians display.**  **Autumn 2 - Produce a Christmas Carol Concert for the parents, school and the wider community.** | | |
|  | **Autumn 1** | **Autumn 2** |
| **RE** | **Family — People**  Know and understand our family trees.  Learn about the family of Jesus and Ruth, Jacob and Abraham.  **Judaism** Learn about the Torah as a holy and important book for the Jewish people.  him. | **Belonging — Called**  The Sacrament of Confirmation and being called to live in the light of Christ. How Jesus called his Apostles to follow.  **Gift** 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** | **Y4 Health and Wellbeing.** | **Relationships**  How do we treat each other with respect?  Respect for self and others; courteous behaviour; safety; human rights.    Respect for self and others; courteous behaviour; safety; human rights .  How people’s behaviour affects themselves and others, including online .    How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return  .    About the relationship between rights and responsibilities . |
| **RSE** | **Social and emotional** - To describe how we all should be accepted and respected. | **Social and emotional** - To describe how we all should be accepted. |
| **English** | **Myths –** Magical Myths and Legends by Michael Morpurgo.  **Explanation –** To be able to explain how the Pyramids were built and a shaduf works.  **Classic Poetry –** This will take the form of Narrative Poetry including Macavity the Mystery Cat. | **Stories with a theme –** Gulliver’s Travels.  **Information booklets –** Produce an information book linked to Egyyptian artefacts and produce a webpage to be published on the school website.  **Poems with a structure.** Linked to the theme of water. |
| **Maths** | **Place value**  Represent numbers to 100/1000.  Compare and order numbers.  Round numbers to the nearest 10/100/1000  Partition numbers in different ways.  Read and write numbers up to 1000 in numerals and words.  Introduce negative numbers y4.  **Addition and subtraction**  Add and subtract 2 and 3 digit numbers with and without exchange using mental and written methods. | **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.  Understand that division is the inverse of multiplication and vice versa. |
| **Science** | **Animals (Skeletons).**  The children will understand that humans and some animals have skeletons and muscles for support, protection and movement.  **Scientific Enquiry.**  The children will be able to work scientifically by: identifying  grouping animals with and without skeletons and observing and  comparing their movement. exploring ideas about what would  happen if humans didn’t have skeletons. | **Sound (Communicate and Pattern seeking).**  **Pupils will be able to:**  Identify how sounds are made, associating some of them with vibration and recognise that vibrations from sound travel through a medium to the ear. |
| **History** | **Ancient Egypt**  Using primary and secondary sources of information, the  children will learn about the early civilization of Ancient Egypt  focusing on Daily lives in Egyptian times, including settlement,  food and farming, trade and the creation of the pyramids  including hieroglyphics.  **Mapping**  The children will learn about the route of the River Nile starting  at its source and will be able to explain why it was an important  trade route then and in today’s world. | **Artefacts**  Looking at artefacts and objects relating to different civilisations both ancient and now.  Be able to position different objects on a timeline and discuss and answer questions such as What is it? What was it used for? Who would have used it? How did it help us then and now? How and why has it developed? What material is it made from? |
| **Geography** | **Physical geography – The River Nile.**  Using maps, atlases and Google Earth, the children will identify  the route of the River Nile in Egypt from its source to the sea.  They will be able to identify the features of the River Nile  (meander, tributary, erosion, flood plain, source, mouth). | **Physical Geography – Rivers.**  The pupils will be able to identify features of rivers including meanders, erosion, delta, tributary, mouth, source etc.  Using this knowledge, they will be able to look at the course of a river from the source to sea and explain why it was an important trade route for the Ancient Egyptians. |
| **Art and Design** | **Egyptian Art.**  In their art sketch books the children will explore their ideas  and record their designs.  The children will use different techniques including sculpture,  using clay and paint to replicate letters of the Egyptian pyramids,  the mask of Tutankamun and tablets in a relief design like those  found in the pyramids. |  |
| **Design Technology** |  | **Strengthening structures - An artefact container.**  Design, make and evaluate a robust container to safely transport an ancient artefact to the museum.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using thick cardboard and thin dowel. |
| **Computing** | **Information technology - Writing for different audiences** Children learn that technology can be used to organise, reorganise, develop, and explore ideas. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world.  **Computer science**  Linked to learning about Ancient Egypt. To effectively search and locate information and assess whether an information source is true and reliable. | **Digital literacy - Online safety**  Use technology respectfully responsibly and safely, knowing how to keep their information and passwords secure.  Know different ways of reporting concerns about content and contact involving the internet and other communication technologies.  Have a greater understanding of what is acceptable and unacceptable online behaviour. |
| **Music** | **Charanga—Ancient Egypt - Performing**  Sing songs, speak chants and rhymes with clear diction, control of pitch and musical expression, with an awareness of the audience.  Children will learn and perform bright, lively songs which are rich in content and memorable in melody. | **Listening and reviewing**  Understand that time and place can influence how and why music is created performed and heard. Listen to and review music from a culture different to their own.  Charanga—Three Little Birds by Bob Marley. Reggae music from Jamaica.  Somewhere Over the Rainbow - sung by Israel Kamakawiwo’ole  Hawaiian reggae music.  **Christmas** - Learn Christmas carols and songs.    **Listening and reviewing**  Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.  Charanga—Three Little Birds by Bob Marley. Reggae music from Jamaica.  Somewhere Over the Rainbow - sung by Israel Kamakawiwo’ole -  Hawaiian reggae music.  **Christmas**  - Learn Christmas carols and songs. |
| **PE** | **Dance – WLSP**  Pupils will continue to apply and develop a broader range of gymnastic poses, jumps and rolls linked together by a series of twists and turns. | **Gymnastics –**  Pupils will continue to apply and develop a broader range of skills and sequenced dance moves and use them in a range of routines. These will include modified dance styles and techniques including the use of cannon and synchronisation within different routines. |
| **MFL - French** | **All Around Town.**  The children will learn the names of the key features of a town in French, including, shops, the town hall, the bank, the market and the church. They will practice the spoken language by copying modelled examples and having conversations with each other. | **On the Move.**  The children will learn how to ask and answer questions involving directions, how they travel to and from school as well as the names of different types of transport in French. |