

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

**Year 3 4 Curriculum Overview**

**Autumn Term**

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| **Spring Term - Cycle B**  **Explore**  **Driver Subject: Geography** | | |
| **Skills: Explore issues and carry out research.**  **Recognise pupils’ role as global citizens.**  **Recognise that pupils can impact their environment and community.** | | |
|  | **Spring 1** | **Spring 2** |
| **RE** | **Local Church - Community**  Belonging to a community.  Life in the local Christian community.  How people in the parish serve the community in church and in the wider area.  **Eucharist: Relating—Giving and Receiving**  The importance, joys and demands of giving and receiving.  The Introductory and Communion Rite and the importance of the Eucharist. | **Eucharist—Relating: Giving and Receiving**  The importance, joys and demands of giving and receiving.  The Penitential Act and Communion Rite in the Mass.  How to ‘live in communion’ with each other in our daily lives.  **Lent/Easter –Giving: Self Discipline**  How to be self-disciplined during Lent, a time for spiritual growth to prepare us for Christ’s resurrection. The importance of Holy Week.  Learning about Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. |
| **PSHE/RSHE** | **PSHE - Health and Wellbeing**   * How can we manage our feelings? * How everyday things can affect feelings. * The importance of expressing feelings and how they can be expressed in different ways. * Ways of managing feelings at times of loss grief and change. | **PSHE - Health and well being**   * How can we manage our feelings? (Spri 1 cont’d) * Feelings and emotions, expression of feelings and behaviour. * Ways of managing feelings at times of loss grief and change. * How to access advice and support to help manage their own or others’ feelings. |
| **RSE** | **RSE - Physical**  To describe how we should treat others making links with the diverse modern society we live in. | **RSE - Physical**  To describe how we should treat others making links with the diverse modern society we live in. |
| **English** | **Stories with Issues and Dilemmas -** The Balaclava Story in the Fib, by George Layton  **Persuasion –** To create a persuasive advert after looking at different methods of persuasion in different contexts.  **Poetry –** Read a selection of poems from the Please Mrs Butler series by Alan Ahlberg | **Fantasy story –** Minnie and The Mountain Dragon by Michael Morpurgo.  **Non-Fiction –** Produce an information poster about France using Flip Flap facts.  **Poetry –** shape poetry in the form of different food. |
| **Maths** | **Maths**   * Number: Multiplication and division * Multiply 2 and 3 digit numbers by 1 digit. * Divide 2 and 3 digit numbers by 1 digit. * Division with a remainder. * Measurement - add and subtract lengths and calculate perimeters. * Compare the area of shapes. | **Maths**   * Equivalent fractions. * Adding, subtracting, comparing and ordering fractions . * Finding fractions of a set of objects. * Counting in tenths and tenths as decimals. * Y4 Also: Divide 1 or 2 digits by 10 or by 100. |
| **Science** | **Materials—States of Matter**   * Pupils will be able to compare and group materials that are solids, liquids and gases. * Observe some materials that change state when they are heated or cooled. * Identify the evaporation and condensation process in the water cycle and associate the rate of evaporation with temperature. | **Digestive System.**   * To describe the simple functions of the basic parts of the Digestive system in humans. * Pupils will be able to identify the main body parts associated with the digestive system and explain their specific functions. |
| **Geography** | Using maps, globes, atlases and digital/computer mapping, the children will be able to locate France and describe the physical features of the landscape. They will focus on mountain ranges, volcanoes and rivers and will be able to use the correct geographical terms to describe them.  They will look at travel to, from and around France, including the Channel Tunnel. | They will be able to locate famous landmarks within France, including the Eiffel Tower, The Arc De Triomphe, The Louvre Sacre Coeur etc.  They will be able to explain why and how the landscape – focusing on The Paris Basin determined where humans could create certain industries and understand and explain how some of these aspects have changed over time. |
| **History** | The children will learn about different aspects of French history.  This will include:  The invasion of France by the celtic tribes including the Romans and Julius Caesar.  The French revolution and the defeat of Napoleon Bonaparte at the Battle of Waterloo.  The role France played in World War I and II. | The children will learn about the historical events in France, such as The Revolution, The Tour De France cycling race, sports including football. History behind the landmarks being studied etc. |
| **Art and Design** | The children will learn about great artists in history, specifically focusing on Monet. |  |
| **Design Technology** |  | **Cooking and Nutrition - French Food**   * Make healthy eating choices – use the Eatwell plate. * Understand seasonality. * Know where and how ingredients are reared and caught. * Research typical French foods. * Prepare and cook using different cooking techniques. * Sample a variety of traditional food items: croissants, cheese, crepes,   baguettes, macarons.  Bake their own bread and design a tasty filled baguette and Croque Monsieur (veg options).  Prepare and serve food for the St.Edmund’s Café. |
| **Computing** | **Computer science—Coding**   * Design and write more complex algorithms and programs using sequence repetition and selection. * To use flowcharts for design of algorithms including selection. * To use the ‘repeat until’ with variables to determine the repeat. * Further develop their computational thinking to help debug their programs and design and solve problems and tasks. * To use selection in coding with the ‘if/ else’ command. | **Computer science** - **Logo**   * Further develop their computational thinking to help debug their programs and design and solve problems and tasks. * Learn the coding language of Logo, input instructions and use the repeat function to create shapes. |
| **Music** | **Understanding and Exploring Orchestras - French Composers**   * Explore and compare sounds from the different instrumental families - (percussion, woodwind, brass, string), name a variety of instruments. * Hear in a piece of music, refer to and compare the different sounds instruments make. * Introduction to the orchestra and the different families of instruments and the sounds they all make.   **French composers:**   * Ravel—Bolero * Saint-Saens—The Carnival of the Animals—Aquarium Danse Macabre | **French songs to perform.**  Sing songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch,  a sense of phrase and musical expression.    Identify contrasting sections of a song, such as the verse and refrain (chorus).  Songs to include: Alouette, Sue Le Pont D’ Avignon, Tête, épaules, genoux et pieds, Brille Brille Petite Etoile. |
| **PE** | **Invasion and team games.**  The children will continue to develop and explore tactics and how they can be used successfully in team game situations against the opposition. | **Invasion and team games.**  The children will continue to develop and explore tactics and how they can be used successfully in team game situations against the opposition. |
| **MFL - French** | **Going Shopping**  Using conversational French, the children will be able to explain where different types of shops are located on the high street. They will be able to ask for different types of products e.g. clothes, food etc. | **Food**  The children will learn the name of different types of food in French and will use them in a role play situation when ordering in a French café. |