

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

**Year 3 4 Curriculum Overview**

**Spring Term**

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| **Spring Term - Cycle A****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.****Trips: The pencil museum at Keswick. The world of Beatrix Potter museum, Windermere.**  |
|  | **Spring 1** | **Spring 2** |
| **RE** | **Journeys** - The experience of community is an essential and enjoyable part of life for people of every age and faith.The cycle of a year and the span of a lifetime contain occasions for regular celebrations. **Listening and Sharing.** Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another.  | **Other Faiths -Judaism, Hinduism, Buddhism.** **Giving All.** Lent/Easter - Life, especially family life, or life in school, is full of opportunities for self-giving. |
| **PSHE/RSHE** | **Y3 Relationships** – friendship, in school, at home.  | **Y3 What makes a community?** |
| **English** | **Mystery stories** – The London Eye (Siobahn Dowd)**Poetry** – with a structure.**Explanation text –** how the Lake District was formed (Geology) | **Biography** – Beatrix Potter **Poetry** (theme: Haiku) **Non-Chronological Report. –** What the Romans did in the Lake District.  |
| **Maths** | **Number:** Multiplication and division**Y3 Measurement:** Mass and capacity**Measurement:** Length, perimeter and area**Y4 Number:** Decimals  | **Number:** Fractions – equivalent, 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** | **Light and Shadow. (observation skills).** We need light to see and it is reflected off different surfaces.  | **Rocks (Identify and classify).** Looking at different types of rocks and how they are used for different purposes.  |
| **Geography** | **The Lake District.** Studying the Geology of the Lake District and how it was formed millions of years ago. Looking at the physical features of the Landscape.  | **The Lake District (continued).** Why is the Lake district a popular tourist destination? What are the long-term effects of human activity on the Landscape? |
| **History** |  | **What the Romans did for us.** Looking at the Roman way of life and the legacy they left in the Lake District. |
| **Art and Design** | **Drawing and observation skills.** Sketching and drawing the natural landscape as well as people and animals in motion.  |  |
| **Design Technology** |  | **Textiles**. Learning different types of stitches and how to join different materials together to make a purse/wallet/map case with pocket.  |
| **Computing** | **Keyboard skills** Learning to touch type and the function of different keys e.g. the return key, shift key, caps lock etc.  | **Digital Literacy** How to use the computer effectively as a research tool.  |
| **Music** | **English Folk songs** Explore rhythm, tempo and timbre.  | **Tuning the Tables.**  |
| **PE** | **Team Games.** Apply and develop a broader range of skills to team game situations.  | **Invasion games** Continue to develop and use a wider range of skills tactically in invasion games.  |
| **MFL - French** | **Conversational French**Family and Friends.  | **Conversational French**Our school.  |