

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

**Year 3 4 Curriculum Overview**

**Summer term.**

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| **Summer Term - Cycle A**  **Create**  **Driver Subjects: Art and Design/Design Technology/Music** | | |
| Skills: Generate ideas and explore possibilities.  Experiment with different alternatives.  Adapt ideas as circumstances change.  Organise time and resources.  Work towards a goal.  Class visit to The Liverpool Art Gallery to look at famous works of art and sculpture. | | |
|  | **Summer 1** | **Summer 2** |
| **RE** | **Energy - Serving - Pentecost**   * The Ascension of Jesus. * Pentecost and the wonder and power of the Holy Spirit. * The gifts of the Holy Spirit.   **Choices - Reconciliation**   * The importance of making good choices and their consequences. * The story of the Prodigal son. | **Choices—Reconciliation**  What is a sin? Examining your conscience.  The Sacrament of Reconciliation.  **Special Places—Universal Church—CAFOD**  The special places where events in the life of Jesus happened.  Holy places of worship around the world.  Respecting the world as a special place |
| **PSHE/RSHE** | Why should we eat well and look after our teeth?  How to maintain good oral hygiene and the benefits of nutritionally rich foods. | Why should we keep active and sleep well?  How regular exercise impacts positively on us, our bodies and our feelings and emotions. |
| **RSE** | **Spiritual:**  JIL – to celebrate the uniqueness and innate beauty in all of us. | **Spiritual:**  JIL – to celebrate the uniqueness and innate beauty in all of us. |
| **English** | **Fables –** Read Aesop’s Fables by Michael Rosen.  **Persuasion –** Read Meerkat Mail by Emily Gravitt, Dear Greenpeace, Dear Teacher- collections of persuasive letters.  **Poetry –** Calligrams and shape poetry. | **Recounts –** Write a recount (diary) about the visit to the farm, linked to Geography work.  **Playscripts.** The children will write playscripts based on a novel read or a short film.  **Poems on a theme.** The children will write Acrostics – based on the summer theme. |
| **Maths** | **Number – Decimals including money.**   * Compare and order decimals. * Convert between pounds and pence. * Add and subtract money. Y4—Also multiply and divide money.   **Measurement—Time**   * Telling the time on an analogue clock and digital clock. * Finding and comparing durations of time. * Write and tell the time on analogue and digital clocks. | **Statistics**  Pictograms, bar charts and tables.  Y4—Interpreting line graphs, comparatives, sum and difference.  **Properties of shape - Position and direction.**  Compare and order angles.  Horizontal, vertical, perpendicular and parallel lines.  2D and 3 D shapes, symmetry and grid co-ordinates. |
| **Science** | **Animals including humans.**   * The children will be able to identify that animals, including humans need the right types and amount of nutrition. * They will be able to construct and interpret a variety of food chains, identifying producers, predators, and prey.   **Fair and comparative testing.**  The children will conduct investigation to explain and understand what happens when teeth start to decay. They will also look at the impact of sugary drinks on teeth. | **Healthy Eating and Exercise**.   * The children will be able to identify and explain the effects of exercise on the body. * The children will be able to explain what happens to our bodies both internally and externally when we exercise. * The children will be able to explain why exercise is important to our health and daily lives.   **Observation/Pattern Spotting**   * The children will be able to accurately record results and make predictions based on the data obtained. * They will learn to interpret the results and look for patterns. |
| **Art and Design** | * The children will study the sculpture techniques of Klaus Oldenberg. * In sketch books, they will create and record their design ideas and record their observations. * They will use a range of sculpture techniques with clay and a   wide range of materials. | **Klaus Oldenberg continued.**  The children will learn to join different materials together to create a sculpture in the style of Klaus Oldenberg.  · Creating a building using papier mache.  · Painting the building with the correct features including windows.  · Adding a sculptured piece of food to the building. |
| **Design Technology** |  | **Design Technology/ Cooking & Nutrition**   * Cut, peel, grate, chop a range of ingredients. * Work safely and hygienically. * Understand where food comes from. * Design and make their own smoothies. |
| **Geography** | **Human Geography:**  Link up with a local farmer, to learn about food production and crop rotation and how farming methods change with the seasons which affects the kinds of food available in the supermarket. | **Human Geography:**  Compare the geographical similarities and difference with another contrasting locality in a non-European locality. |
| **History** | **Social history - The local area:**  To learn about the local area, when and how was Skelmersdale created.  The type of jobs people used to do e.g. mining, glass making and manufacture. | **Social History: Britain then and now.**  Compare daily life then and now. Interview local people to find out what daily life was like in the 1960’s in Skelmersdale. |
| **Computing** | **Information Technology - Powerpoint Presentations/Google Slides**   * To understand the uses of PowerPoint. * To create a powerpoint presentation that includes media animations and timing. * To understand the purpose of the Slides tool and add slides to presentations. * To format text appropriately and to add media shapes and lines to enhance a presentation. * To use the skills learnt to design and create engaging presentations. | **Information Technology—Graphing**  · Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose.  · To enter data into a graph and answer questions.  · To solve an investigation and present the results in graphic form.  · Links to maths -statistics |
| **Music** | **Understanding and exploring**  Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. | **Staying Healthy—Charanga topic**  Sing songs about fruit and vegetables with musical expression.  Play tuned and untuned instruments with increasing control and rhythmic accuracy. |
| **PE** | **Athletics and Invasion Games**  The children will continue to further develop their track and field skills in Athletics lessons.  In Invasion games, they will be able to use and apply tactics and skills to achieve success in team game situations. | **Athletics and Invasion Games.**  The children will continue to further develop their track and field skills in Athletics lessons.  In Invasion games, they will be able to use and apply tactics and skills to achieve success in team game situations. |
| **MFL - French** | **Time**  The children will be able to use time words including today, tomorrow, yesterday this morning, this afternoon, tonight.  They will be able to ask and tell the time using analogue and digital clocks and be able to say when a bus/train leaves a depot etc. | **Holidays and Hobbies**.  The children will be able to talk about what they like doing in the school holidays. They will be able to talk about going on a holiday with their family including activities such as going to the beach. |