

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

**Year 3 4 Curriculum Overview**

**Autumn Term**

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| **Summer Term - Cycle B**  **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. | | |
|  | **Summer 1** | **Summer 2** |
| **RE** | **Pentecost - Serving: New Life**  The good news of the Easter message is spread through the power of the Holy Spirit and it gave courage to Peter and John.  How St. Paul received the Holy Spirit and spread the good news of Jesus.  **Reconciliation: Building Bridges**  Building bridges of friendship.  The importance of admitting we are wrong and being reconciled with God and one another. | **Reconciliation: Building Bridges -** The Sacrament of Reconciliation.  **God’s People** - **CAFOD** Ordinary people doing extraordinary things e.g. Martin Luther King.  The saints - Showing people what God is like; St Teresa of Calcutta, St Edmund and St Oscar Romero.  **Sikhism**  Holy and important books. The Guru Granth Sahib.  The first five Gurus and why they are important for Sikhs. Guru Gobind Singh. |
| **PSHE/RSHE** | **PSHE**  - **Living in the wider world.**  How can our choices make a difference to others and the environment?  Caring for others, the environment, people and animals.  How people have a shared responsibility to help protect the world around them. | **PSHE** - Health and Well being  How can we manage risk in different places?  Keeping safe; out and about; recognising and managing risk  How to recognise, predict, assess and manage risk in different situations.  How people can be influenced by their peers’ behaviour.  How people’s online actions can impact on other people. |
| **RSE** | **RSE** - **Spiritual**  To celebrate the uniqueness and innate beauty of each of us. | **RSE - Spiritual**  To celebrate the uniqueness and innate beauty of each of us. |
| **English** | **Novel as a theme:** The Iron Man  **Recount**: Diaries, write their own diary as if they were Isambard Kingdom Brunel and plot the construction of a bridge from start to finish.  **Poetry with a structure** – Kennings and Cinquain. | **Film and playscript –** Watch a cloud day/The Lighthouse and write a playscript to accompany the film.  **Non-fiction – Debate –** To be able to debate where would be a good place to build a bridge and provide supported reasoned arguments for and against.  **Poetry-** Classic poetry |
| **Maths** | **Number—Decimals, including money.**   * Compare and order decimals. * Convert between pounds and pence. * Add and subtract money.   Y4 - 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 12 and 24 hour 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** | **Plants**  The children will be able to identify the functions of different parts of flowering plants. They will study the life cycles process from seed dispersal to pollination and the requirements of plants for life and growth.  **Working scientifically:**  The children will compare the effect of different factors on plant growth over a period of time, including how water is transported within plants. | **Habitats**  The children will learn to recognise that living things can be grouped in a variety of ways and the environments they live in can change. They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  **Classify:**  Using simple guides or keys the children will sort and classify local plants and animals to create a guide to local living things. |
| **Art and Design** |  | **Study af a famous artist.**  The children will explore examples of portraits created by Archimbaldo. They will research and identify the skills used by Archimbaldo to create portraits using fruit and vegetables. |
| **Design Technology** | **Design Technology - Isambard Kingdom Brunel - Strengthening Structures (levers and Linkages).**   * Explore the pioneering work of engineer Isambard Kingdom Brunel. * Focus on: steam ships, bridges, tunnels and viaducts central to the Great Western Railway. * Study the different engineering skills Brunel used to build and strengthen different structures. * Using this knowledge, to create their own bridge to transport goods. * Design, select tools and materials, make, test and evaluate their work. |  |
| **Geography** |  | **Locational Knowledge.**  The children will be able to name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics and key topographical features including hills, mountains, coasts and rivers. They will explore land-use patterns and how these have changed over time. |
| **History** | **Famous People.**  The children will learn about the industrial revolution and how the changes in machinery impacted on Britain and society at the time. They will learn about famous engineers such as Isambard Kingdom Brunel, George Stephenson and others. |  |
| **Computing** | **Computer Science - Animation**  Make simple animation using 2Animate.  Add backgrounds and sounds to animations.  Use ideas from stop motion films to recreate their own animation.  Link to DT driver subject, incorporate a bridge into their animation. | **Information technology - Spreadsheets**  Use models and simulations to produce graphs and explore patterns and relationships.  Organise data into cells to show type/number of organisms found in different habitats in the locality.  Compare the different habitats, based on the data collected.  Use a series of data in a spreadsheet to create a line graph and block graphs.  Learn how to format cells and to use a spreadsheet to budget for an action. |
| **Music** | **Inter - Related Dimensions/Performing: British Music Classics**  **Rule Britannia, Jerusalem, You’ll Never Walk Alone, Don’t Stop Me Now.**  Listen to and identify the structure and perform.  Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. | **Creating and Composing - Music from around the world;**  **Glockenspiel 1 (Charanga).**  Listen to musical pieces where the glockenspiel and xylophone are played. Compose music using both dynamics and tempo.  Accompany pieces of music by playing the correct musical notes on the glockenspiel and xylophone. |
| **PE** | **Athletics and summer sports.**  The children will continue to develop their athletics skills in jumping running and throwing events. They will learn the skills required to play summer sports such as tennis and cricket. | **Athletics and summer sports.**  The children will continue to develop their athletics skills in jumping running and throwing events. They will learn the skills required to play summer sports such as tennis and cricket. |
| **MFL - French** | **Holidays and Hobbies**  Through written and conversational french, the children will learn how to explain where they like to go on holiday, who they go with and how they get to different destinations. | **Where in the world.**  Through written and conversational french, the children will learn how to explain their hobbies and what activities they enjoy doing in their free time. |