



Year 3 and 4 (Chestnut) Curriculum Overview



YEAR 1	Autumn Term	Spring Term	Summer Term
2024/25	Invaders and Settlers: Anglo-Saxons	Location, Location, Location	Meet the Flintstones
Christian Value	Respect	Perseverance	Compassion
Opportunities for spiritual development/reflection	<ul style="list-style-type: none"> The Firework Maker's Daughter – perseverance to achieve your goal. Link to Razvani the Fire-Fiend – how would you prove yourself to someone and overcome adversity? Can you think of any links in the Bible/other worldviews? How would it feel to be invaded and conquered? Anglo-Saxon paganism – which god/goddess do you think would be the most important in your life and why? 	<ul style="list-style-type: none"> Catalonia – moral standpoint on bull-fighting. Independence of Catalonia – do you agree with this or not and why? If you lived there, what would you want for your country? Difference in religion – how would you show respect to their worldviews if you visited? Farming and land use – how would you feel if you lived somewhere where farming was suffering? What would you do to try and help? 	<ul style="list-style-type: none"> Stone Age Boy/Stig of the Dump - how would you feel if you ended up in the Stone Age? How would you show respect and appreciation for their lifestyle? How would it feel to live on Skara Brae – would you enjoy it and why/why not? How do you think those who discovered the settlement felt? How would this influence their future work? Looking at how the world began – compare and contrast with Creation Story.
English	<p>Texts:</p> <ul style="list-style-type: none"> The Firework Maker's Daughter Usborne's Beowulf Non-fiction: information texts on the Anglo Saxons and Sutton Hoo Poetry: Shape poems <p>Writing:</p> <ul style="list-style-type: none"> Narrative character profiles, settings, letter writing in role, adventure story. Recount on discovery of Sutton Hoo Shape poems 	<p>Texts:</p> <ul style="list-style-type: none"> Fantastic Mr Fox Fox M. Wild) Non-fiction: Local magazines articles on Wootton Wawen, travel brochures Poetry: nonsense poems (The Ning Nan Nong, The Land of the Bumbly Boo) <p>Writing:</p> <ul style="list-style-type: none"> Settings, character voice, play script, journey story Persuasive writing-travel brochure Nonsense poems 	<p>Texts:</p> <ul style="list-style-type: none"> Stone Age Boy Stig of the Dump How to Wash a Woolly Mammoth Non-fiction: information texts and documentaries on Skara Brae Poetry: narrative poems (Adventures of Isabel by Ogden Nash) <p>Writing:</p> <ul style="list-style-type: none"> Diary extract Retell an adventure story List writing and instructions TV documentary script Non-chronological report about life in the Stone Age Narrative poetry
Mathematics	<p>Number: place value, addition and subtraction, Multiplication and division</p> <p>Geometry and shape: 2D and 3D shape</p> <p>Measures: money.</p>	<p>Number: Multiplication and division, fractions and decimals</p> <p>Measures: area, perimeter and length, mass and capacity (year 3)</p>	<p>Number: decimals (including money)</p> <p>Measures: time</p> <p>Geometry and shape: properties of shape, position and directions</p>

					Statistics	
Science	Humans	Sound Forces and Magnets			Materials: rocks and soils	
RE (Understanding Christianity and Warwickshire Agreed Syllabus)	L2.1 Why are nature and the seasons significant for religion and worldviews? (CWAS) 2A.1 What do Christians learn from the Creation Story? (UC)	L2.2 How are worldviews shaped and expressed through art and architecture? (CWAS) 2A.5 Why do Christians call the day Jesus died 'Good Friday'? Plus A2.4 What kind of a world did Jesus want? (UC)			L2.3 What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? (CWAS) 2A.6 When Jesus left, what was the impact of Pentecost? (UC)	
Computing (Purple Mash Computing Scheme)	Unit 3.2 Online Safety Unit 4.8 Hardware Investigators. Unit 4.9 Making Music. Could tie in relevant scientific content (humans and sound) with music making resources in Purple Mash] Unit 3.5 – Email. Creating conversations using 2respond for different scenarios linked to the Invaders topic.	Revisit Online Safety Unit 4.7 Effective searching – Children could use the internet to find out information about the local area or Andalusia. Unit 3.4 Typing Unit 3.8 – Graphing. Collecting and presenting data about local area, e.g. land use.			Revisit Online Safety Unit3.3 – Spreadsheets. Children could utilise skills learnt in these units to record data from growing plants. Unit 3.1 – Coding. Design and make a game linked to 'How to wash a woolly mammoth'.	
History	Anglo-Saxon settlement and Viking struggle for Kingdom of England.				Stone Age (some reference to Iron and Bronze Ages)	
Geography	Location: which countries did the invaders come from? Where did they land? Where were their settlements established? Place names.	UK region: Wootton Wawen. European region: Catalonia.			Settlements and sites.	
Art and Design (Using Kapow Art Scheme)	SCULPTURE and 3D Unit 3:3 Abstract shape and space ARTIST: Joan Miró	DRAWING Unit 4:1 Power prints ARTIST: Georges Seurat			PAINTING and MIXED MEDIA Unit 3:2 Prehistoric Painting ARTIST: LS Lowry	
Design Technology (Using Kapow DT Scheme)	DIGITAL WORLD UNIT 3:4 Electronic Charm	STRUCTURES UNIT 3:7 Constructing a castle			MECHANICAL SYSTEMS UNIT 4.2 Making a slingshot car	
Music (Kapow Music Scheme)	Yr3 Instrumental lessons unit: South Africa Yr3 Develop Singing Technique (Theme: Vikings)	Yr3 Instrumental lessons unit: Caribbean Yr4 Body and Tuned Percussion (Theme: Rainforest)			Yr3 Jazz Yr4 Adapting and Transposing Motifs (Theme: Romans)	
PE (real PE/Dance/Gym Schemes)	real PE Y3 Unit 1 PERSONAL Coach: Invasion Games - Hockey	real gym Y4 Unit 1 SOCIAL Coach: Invasion Games - Hockey	Swimming Coach: Sportshall Athletics / Netball PHYSICAL APP.	real gym Y4 Unit 2 CREATIVE Coach: Sportshall Athletics / Netball	real PE Y3 Unit 3 COGNITIVE Coach: Athletics / Striking & Fielding Games	real dance Y4 Unit 1 HEALTH & FITNESS Coach: Athletics / Striking & Fielding Games

PSHE and C (Jigsaw)	Being in my World Healthy Me Taking Care Year 3 book	Celebrating Differences Dreams and Goals	Relationships Changing Me
MFL French (First Start French)	Greetings – Revise/ introduce simple greetings, numbers and colours. Ensure 1-12 embedded before moving on to 13-31 Parts of the body- (use resources from Lightbulb Languages). Christmas – La Nativité Learn a simple Christmas Song	Numbers 13-31 begin to understand and apply numbers out of sequence Names of colours Colours of eyes and hair Building phrases to describe self Easter. Un poeme de Pacques – revise colours	Days of the week Months of the year Joyeux anniversaire- Quel est la date de ton anniversaire? Quel date sommes nous?

YEAR 2	Autumn Term	Spring Term	Summer Term
2023/24	Ancient Egypt	The World's Kitchen	Romans
Christian Values	Peace	Truthfulness	Courage
Opportunities for spiritual development/reflection	<ul style="list-style-type: none"> Varjak Paw – treating someone differently due to their background, upbringing, appearance. What does it teach us about acceptance and respect? Ancient Egyptian gods and goddesses – which god/goddess do you think would be the most important in your life and why? Morality of the social hierarchy – how would it feel to be a slave/pharaoh? Do you agree with how different social groups were treated? 	<ul style="list-style-type: none"> Fair Trade – why is it important? How would you feel if you were a farmer not receiving a fair price for their produce? What can you do to support Fair Trade? Farming and land use – how would you feel if you lived somewhere where farming was suffering? What would you do to try and help? 	<ul style="list-style-type: none"> Morality of the social hierarchy – how would it feel to be a slave/emperor? Do you agree with how different social groups were treated? Morality of gladiators – was this fair? How would you feel? What does this teach you about how to treat others? Roman gods and goddesses – which god/goddess do you think would be the most important in your life and why?
English	Texts: <ul style="list-style-type: none"> Egyptian Cinderella Varjak Paw Non-fiction: Horrible Histories (instructions on mummification), information texts on Ancient Egypt (non-chronological report) Poetry: kennings/riddles Writing:	Narrative: <ul style="list-style-type: none"> Charlie and the Chocolate Factory Extracts from Charlotte's Web (character description, news report, diary entry) Non-fiction: information texts about spider Reports about healthy eating/obesity Poetry: Poetry: haiku, cinquain Writing: <ul style="list-style-type: none"> Character descriptions 	Narrative: <ul style="list-style-type: none"> The Thieves of Ostia Wolves by Emily Gravett Romulus and Remus Non-fiction: extracts about wolves Information texts about life in Roman Britain Poetry: performance poetry Writing:

	<ul style="list-style-type: none"> Compare two versions of the same story Retell a story, setting description, dream sequence Instructions Kennings/riddles about cats 	<ul style="list-style-type: none"> Diary News report Fact-file about spiders Persuasion – food adverts Haikus and cinquain 	<ul style="list-style-type: none"> Setting, write in character, letter writing, write own legend Non-chronological report Recount of visit to Fort Lunt
Mathematics	Number: place value, addition and subtraction, Multiplication and division Geometry and shape: 2D and 3D shape Measures: money.	Number: Multiplication and division, fractions and decimals Measures: area, perimeter and length, mass and capacity (year 3)	Number: decimals (including money) Measures: time Geometry and shape: properties of shape, position and directions Statistics
Science	Light and Electricity	Plants	Living things and habitats
RE (Understanding Christianity and Warwickshire Agreed Syllabus)	L2.4 How might your worldview lead you to do hard things for good reasons? (CWAS) Layover unit (Theistic Worldview) (CWAS)	2A.3 What is the Trinity? (UC) L2.5 What or who is 'God' and how is the divine understood in theistic worldviews? (CWAS)	L2.6 Do you have to be part of a faith community to hold an organized worldview? (CWAS) Add in elements of 2.A4 What kind of world did Jesus want? From UC L2.7 How have religion and history entwined in this area? (CWAS)
Computing (Purple Mash)	Unit 4.2 – Online Safety. Unit 4.3 - Spreadsheets Unit 4.6 – Animation. Animation of the steps of the mummification process.	Revisit Online Safety Unit 3.9 – Presenting (MS PowerPoint). Presenting information about different foods from around the world. Unit 3.6 – Branching Databases. – database of own choice linked to identifying fruits/flowers. Unit 3.7 - Simulations	Revisit Online Safety Unit 4.5 – Logo. Create Roman mosaic patterns. Unit 4.1 – Coding Unit 4.4 – Writing for different audiences. The unit has scope to allow children to write about content from the Romans topic. They could use 2Connect to map their ideas
History	Ancient Egypt	How UK food has changes in last century.	Life in Roman England
Geography	Location: where is Egypt? Region: what is the climate of Egypt like? Why is the River Nile important?	World regions: Climate vegetation zones around world. European countries. Region study: Ghana and Fair Trade	Location: where is Italy? Extent of Roman Empire, Roman settlements in the UK/ place names.
Art and Design (Using Kapow Art Scheme)	CRAFT AND DESIGN Unit 3:4 Ancient Egyptian Scrolls. Creating Egyptian death masks. Symmetry & proportion. ARTIST: John Everett Millais	CRAFT AND DESIGN Unit 4:4 Fabric of Nature ARTIST: Giuseppe Arcimboldo	SCULPTURE AND 3D Unit 4: 3 Mega Materials And design and make a clay roman pot. ARTIST: Barbara Hepworth
Design Technology (Using Kapow DT Scheme)	TEXTILES UNIT 3:1 Using cross stitch and applique to make an Egyptian collar.	COOKING and NUTRITION UNIT 3:5 Eating Seasonally	ELECTRICAL SYSTEMS UNIT 3:2 Electrical poster

Music (Kapow Music Scheme)	Yr3 Creating a Composition in Response to an Animation (Theme: Mountains) Yr4 Rock and Roll		Yr3 Ballads Yr4 Haiku, Music and Performance (Theme: Hanami Festival)	Yr4 Changes in Pitch, Tempo and Dynamics (Theme: Rivers) Yr4 Samba and Carnival Sounds and Instruments (Theme: South America)		
PE (real PE/Dance/Gym Schemes)	real PE Y4 Unit 4 CREATIVE Coach: Net & Wall Games - Tennis	real gym Y3 Unit 1 SOCIAL Coach: Net & Wall Games - Tennis	Swimming Coach: Invasion Games – Football COGNITIVE	real gym Y3 Unit 2 PHYSICAL APP. Coach: Invasion Games - Football	real PE Y4 Unit 6 HEALTH & FITNESS Coach: Athletics / Striking & Fielding Games	real dance Y3 Unit 1 PERSONAL Coach: Athletics / Striking & Fielding Games
PSHE and C (Jigsaw)	Being in my World Celebrating Differences Taking Care Year 4 book		Healthy Me Dreams and Goals		Relationships Changing Me	
MFL French (First Start French)	Greetings, alphabet, numbers Christmas – Pere Noel Learn the song –quand le pere noel. Learn about how French children celebrate Christmas		Food – likes and dislikes Fruits and vegetables Au café Recipes – see smoothie recipe. Children can create their own Easter – La Chasse aux Oeufs		A l'école. Mon école Les objets de la classe Commands in class- asseyez -vous etc. Ta matière préférée	