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| **YEAR 3 AND 4 CURRICULUM OVERVIEW: LITERACY AND MATHS** |
| **Act 1** | **LITERACY: RECOUNTS: NEWSPAPER REPORTS** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a newspaper report about the Capulet Ball | Use and punctuate direct speech | Time fronted adverbials |
| **MATHS** |
| **PLACE VALUE** | **PLACE VALUE** | **COMPARING NUMBERS** | **ORDERING NUMBERS** | **WORD PROBLEMS** |
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| **Act 2** | **LITERACY: POETRY** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a love poem | Similes and Metaphors | Nouns, verbs and adjectives |
| **MATHS** |
| **AREA AND PERIMETER** | **STATISTICS** | **PROBLEM SOLVING** | **FRACTIONS** | **DIVISION** |
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| **Act 3** | **LITERACY: INTERNAL MONOLOGUE** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write an inner monologue in role | Using and applying a range of punctuation in sentences | Use the present perfect form of verbs in contrast to the past tense |
| **MATHS** |
| **GEOMETRY: LINES AND SYMMETRY** | **ADDITION AND SUBTRACTION** | **TIME** | **PROBLEM SOLVING** | **PROBLEM SOLVING** |
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| **Act 4** | **LITERACY: DEBATE: SHOULD YOU OBEY YOUR PARENTS** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a discussion text | Possessive apostrophes | Causal conjunctions  |
| **MATHS** |
| **MULTIPLICATION** | **MULTIPLICATION** | **READING AND WRITING NUMBERS** | **ADDITION AND SUBTRACTION: WORD PROBLEMS** | **STATISTICS: TABLES** |
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| **Act 5** | **LITERACY: PERSUASION: LETTER WRITING IN ROLE** |
| **Main Writing Outcome** | **Punctuation/Language** | **Grammar** |
| To write a persuasive letter in role | Question marks | Subordinating conjunctions |
| **MATHS** |
| **MULTIPLICATION** | **MULTIPLICATION** | **READING AND WRITING NUMBERS** | **ADDITION AND SUBTRACTION: WORD PROBLEMS** | **STATISTICS: TABLES** |

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| **YEAR 3 AND 4 CURRICULUM OVERVIEW: MUSIC, ART AND DESIGN, SCIENCE AND HISTORY** |
| **MUSIC** |
| **Children will:** * **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
* **Improvise and compose music for a range of purposes using the inter-related dimensions of music**
* **Listen with attention to detail and recall sounds with increasing aural memory**
* **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians**
* **Develop an understanding of the history of music**
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| **ART AND DESIGN TECHNOLOGY: MASK MAKING** |
| **Children will develop both Fine Art and D&T skills for children, including:** * **Visual literacy/art historical knowledgeUsing drawing to create clear designs**
* **Working with 3D sculptural materials**
* **Painting with a focus on colour, detail, pattern and decoration**
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| **SCIENCE** |
| **YEAR 3: PLANTS*** **identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers**
* **explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant**
* **investigate the way in which water is transported within plants**
* **explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.**
 | **YEAR 4: LIVING THINGS AND THEIR HABITATS*** **recognise that living things can be grouped in a variety of ways**
* **explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment**
* **recognise that environments can change and that this can sometimes pose dangers to living things.**
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| **YEAR 3 and 4: WORKING SCIENTIFICALLY*** **asking relevant questions and using different types of scientific enquiries to answer them**
* **setting up simple practical enquiries, comparative and fair tests**
* **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers**
* **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**
* **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**
* **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
* **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**
* **identifying differences, similarities or changes related to simple scientific ideas and processes**
* **using straightforward scientific evidence to answer questions or to support their findings**
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| **HISTORY** |
| **Children will:*** **Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**
* **Devise historically valid questions about change, cause, similarity and difference, and significance.**
* **Construct informed responses that involve thoughtful selection and organisation of relevant historical information.**
* **Understand how our knowledge of the past is constructed from a range of sources**
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