




Respect  
For All



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In Actions

**“...with God all things are possible” Matthew (19:26)**  
**Year 3/4 A Curriculum Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classical texts	Chronicles of Narnia		<ul style="list-style-type: none"> <li>Mythology: Timeless Tales of Gods and Heroes, 75th Anniversary, Illustrated Edition by Edith Hamilton and Jim Tierney</li> <li>Babayaga by Jennifer Wiginton</li> <li>Wind in the Willow- Kenneth Graham</li> </ul>			<ul style="list-style-type: none"> <li>Shakespeare novel- Romeo and Juliet</li> </ul>  <p>Author study Jeremy Strong</p>  



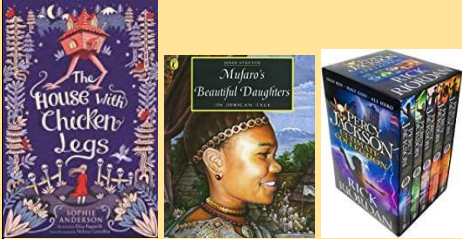
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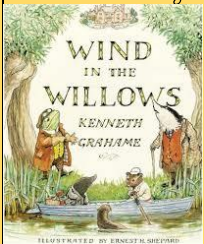
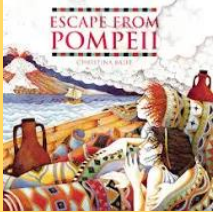

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<p>Reading Spine</p>	<ul style="list-style-type: none"><li>• House on Chicken Legs by Sophie Anderson (Baba yaga)</li><li>• Mufaro's Beautiful daughters- John Steptoe</li><li>• Winter poems</li><li>• The Iron woman- Ted Hughes</li><li>• Iron Man</li><li>• Wild robot</li><li>• Streaker the hundred mile an hour dog</li></ul>	<ul style="list-style-type: none"><li>• Sticks Diane Alber</li><li>• Orchard Greek Myths</li><li>• Eyewitness- Ancient Greece</li><li>• Percy Jackson adventure books</li><li>• Water Horse</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Escape from Pompeii- Terry Collins</li><li>• Dangerous days in the Roman Empire- Terry Deary</li><li>• Non-fiction books on volcanoes and earthquakes</li></ul> 
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<p><b>English Blocks</b></p>	<p>Week 1-4</p> <p>Text study - Iron Man</p>  <p>Focus: diary and report writing</p> <p>Spirituality - world</p>	<p>Week 1-3</p> <p>Baba yaga</p> <p>Focus: character description/mood</p>	<p>Week 1-3</p> <p>Myths and legends</p> <p>Theseus and the minator</p> <p>Focus: description</p>	<p>1-3 Wind in the willows</p> <p>Letter writing</p>  <p>4- Poetry- Kenning( riddle)</p>	<p>Week 1-2 diary writing</p> <p>Escape from Pompeii</p> <p>Focus - diary</p>  <p>Week 3-6- Adventure story- escape from Pompeii 1-3</p>	<p>Week 1-3</p> <ul style="list-style-type: none"> <li>Narratives- settings- dialogue focus using J strong books</li> </ul> <p>Romans on the</p>  <p>rampage</p>
	<p>Week 5-6</p> <p>Narrative</p> <p>mythological creatures (Dragons- linked to history)</p> <p>Pie Corbett texts</p> <p>Week 7</p> <p>Poetry- Linked to dragons</p>	<p>Week 4-6- Mufaro's Beautiful daughters- John Steptoe - own version of morality tale</p> <p>Week 7 Assessment</p>	<p>Week 4-6 Persuasive writing- persuasive holiday leaflet</p>	<p>5-6 Water horse</p> <p>Narrative</p> <p>Focus: Openings and endings</p> <p>Assessment week</p>		<p>Week 4-6 non-fiction report</p> <p>Non-fiction- information on volcanoes and earthquakes</p> <p>Spirituality - world</p> <p>Volcanoes still cause destruction today</p> <p>Assessment week</p>
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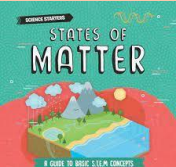


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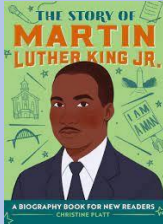

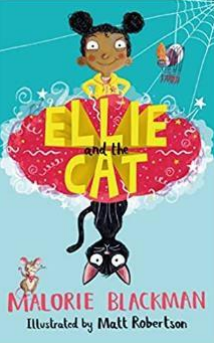
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## Year 3/4 A Curriculum Overview



<p>Spirituality in English</p>	<p style="text-align: center;">S</p> <p>Drama, poetry, children's reaction to texts, hot seating, conscience alley, empathy and inference - the children will be asked to reflect on choices, and develop their empathy towards characters within books and stories</p>					
<p>Maths</p>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtractions</li> <li>Length and Perimeter</li> <li>Multiplication and Division</li> </ul>		<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Area</li> <li>Fractions</li> <li>Decimals</li> </ul>		<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Decimals</li> <li>Money</li> <li>Time</li> <li>Statistics</li> <li>Properties of Shape</li> <li>Geometry</li> </ul>	
<p>Science White Rose</p>	<p>Group and classify living things</p>  <p>Data collection A</p> <p>Begin states of matter</p> 	<p>Finish states of matter</p> <p>Key Hook texts: Non-fiction books Habitats</p>	<p>Sound</p> <p>Key Hook texts: Non-Fiction texts on hearing</p>  <p>Suggested enhancement trips: Audiology department visit</p> <p>Data collection B</p>	<p>Electricity</p> <p>Key Hook texts: Non-Fiction texts on Electricity</p> <p>Sustainability energy</p> <p>Science week - annual theme</p>	<p>Data collection C</p> <p>Habitats</p> <p>Sustainability and deforestations</p> 	<p>Digestive system</p> <p>food chains</p> <p>spirituality - world</p> <p>Global neighbours</p>

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<p>Discussion books for Equality and Diversity</p>	<ul style="list-style-type: none"> <li>• Ellie Cat</li> <li>• Martin Luther King</li> <li>• The Girl who stole an elephant</li> </ul> <p><b>Global neighbours</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>					
<p><b>PSHE</b></p>	<p>Identity, society and equality</p> <ul style="list-style-type: none"> <li>• Democracy</li> </ul> <p>British Values: Democracy          British Values: Individual liberty (School/ Eco-council)</p> <p>Citizenship  <b>Global neighbours</b></p> <p>Anti bullying week - self / others</p>	<p>Drug, Alcohol and tobacco education:</p> <ul style="list-style-type: none"> <li>• Making choices</li> </ul> <p>British Values: The Rule of Law</p> <p>Spirituality - self</p> <p>Parliament week - British values</p>	<p>Physical Health and well-being</p> <ul style="list-style-type: none"> <li>• What is important to me</li> </ul> <p>Spirituality - self</p> <p>British Values: Individual Liberty- Food choices          British Values: Mutual respect- Food choices</p> <p>Children's mental health week -</p>	<p>Keeping safe and managing risk</p> <ul style="list-style-type: none"> <li>• Playing safe</li> </ul> <p>Spirituality - self</p> <p>British Values: The Rule of Law</p>	<p>Sex and relationship education</p> <ul style="list-style-type: none"> <li>• Growing up and changing</li> </ul> <p>Spirituality - self</p>	<p>Sex and relationship education</p> <ul style="list-style-type: none"> <li>• Growing up and changing</li> </ul> <p>Spirituality - self</p>
<p><b>Growth Mind Set</b></p>	<ul style="list-style-type: none"> <li>• 6 lessons from the scheme</li> <li>• After the Fall</li> <li>• The magic inside you</li> <li>• From failure to success</li> </ul>		<p>Revisit and reinforce          Doom words          Mindset trumps          Spirituality - self</p>		<p>Revisit and reinforce          Fantastic elastic brain          Learning cereals          Spirituality - self</p>	

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	<ul style="list-style-type: none"> <li>Bounce!</li> <li>Spirituality - self</li> </ul>		
<b>History</b>	<p><u>What was life like during the Shang Dynasty. (2025-26)</u></p> <p><u>What did the 4 ancient civilizations have in common historically? (2027-25)</u></p> <p>Spirituality - I can understand what life would be like for others, what their hopes and aspirations might be - empathy - other</p> <p>Black History Month        We as a school understand struggle but we celebrate achievement        Martin Luther King</p>  <p>Lewis Hamilton</p> 	<p><u>How did the Greeks influence the western world?</u></p> <p>Spirituality - I can understand what life would be like for others, what their hopes and aspirations might be - empathy - other</p>	<p><u>How do we know about Roman settlements from our visit to Chester and the evidence from Pompeii excavations?</u></p>



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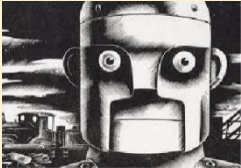


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<b>Geography</b>	<u>Why were rivers so important to the earliest settlements in 4 ancient civilizations and to European cities?</u>  Global neighbours Spirituality I can understand how wonderful the world is - world	<u>Is Europe the same all over?</u> Global neighbours Global neighbours Spirituality I can understand how wonderful the world is - world	<u>How is the North West of the UK similar or different to the Naples Bay Region in Italy?</u>
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<p>D&amp;T</p>	<p>Simple circuits and switches Projects on a Page Y3/4 <b>Make a night light for Hogarth to use in his room.</b> <b>Spirituality – resilience, teamwork, determination and evaluation</b></p>	<p style="text-align: center;"><b>Cooking and Nutrition</b> Projects on a Page Y3/4 Healthy and Varied diet Link to History- Greek inspired Greek salad for an offering to a Greek God <b>Spirituality - resilience, teamwork, determination and evaluation</b></p>	<p style="text-align: center;"><b>Textiles</b> Projects on a Page Y3/4 2D shape to a 3D product (they could make a simple Roman drawstring bag for coins) <b>Spirituality - resilience, teamwork, determination and evaluation</b></p>
<p>Art</p>	<p style="text-align: center;"><b>PAINTING</b></p> <ul style="list-style-type: none"> <li>• Topic link- Begin to show facial expressions reflect on mood and feeling in their sketches of The Iron Man</li> </ul>  <ul style="list-style-type: none"> <li>• Tom Gauld illustrator study</li> </ul> <p style="text-align: center;"><b>COLLAGE</b></p> <ul style="list-style-type: none"> <li>• Collage work based on The Great Wave by Hokusai</li> <li>• Use overlapping &amp; tessellations (tiling)             <ul style="list-style-type: none"> <li>• <b>Global neighbour</b></li> <li>• <b>Spirituality - self</b></li> </ul> </li> </ul> 	<p style="text-align: center;"><b>3D WORK</b></p> <ul style="list-style-type: none"> <li>• Topic link - create ancient Greek coil pottery designs</li> </ul>  <p style="text-align: center;"><b>USE OF IT</b></p> <ul style="list-style-type: none"> <li>• Artist to study - Artist to study - Picasso. <b>Spirituality - self</b></li> </ul>	<p style="text-align: center;"><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>• Topic link- Romans</li> </ul> <p>Artist Study- Leonardo Da Vinci</p> <ul style="list-style-type: none"> <li>• <b>Spirituality - self</b></li> </ul>
<p style="text-align: center;"><b>DRAWING</b></p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they create different tones using light and dark? Can they show patterns and texture in their drawings?</p>			



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<p><b>RE</b></p>	<p>What kind of world did Jesus want? (Gospel)</p> <ul style="list-style-type: none"> <li>Spirituality - self</li> </ul>	<p>When Jesus left; what was the impact of Pentecost?(Kingdom of God)</p> <ul style="list-style-type: none"> <li>Spirituality - self</li> </ul>	<p>What do Hindus believe God is like?(Hindus)</p> <ul style="list-style-type: none"> <li>Spirituality - self / other</li> <li>British Values- Mutual respect</li> </ul>	<p>Why do Christians call the day Jesus dies 'Good Friday?(salvation)</p> <ul style="list-style-type: none"> <li>Spirituality - self</li> </ul>	<p>What does it mean to be Hindu in Britain today?</p> <ul style="list-style-type: none"> <li>Spirituality - self other</li> <li>British Values- Mutual respect</li> </ul>	<p>How and why do people mark the significant events of life?(thematic)</p> <ul style="list-style-type: none"> <li>Spirituality - self other</li> </ul>
<p><b>PE</b></p>	<p>Tag Rugby Dance Spirituality - Teamwork, determination, losing and winning</p>	<p>Tag Rugby Dance Spirituality - Teamwork, determination, losing and winning</p>	<p>Handball Gymnastics Spirituality - Teamwork, determination, losing and winning</p>	<p>Basketball Gymnastics Swimming Spirituality - Teamwork, determination, losing and winning</p>	<p>Cricket Fitness Swimming Spirituality Teamwork Determination losing and winning</p>	<p>OAA  Tennis  Spirituality - Teamwork, determination, losing and winning</p>
<p><b>Computing</b></p>	<p>Emailing Computing systems and networks</p>	<p>Programming scratch programming</p>	<p>Video trailers Creating media</p>	<p>Website design Creating media</p>	<p>Further coding with scratch programming</p>	<p>Computational thinking programming</p>
<p><b>Music Stockport Music Scheme</b></p>	<p>Rhythm and composition Spiritual - self / other</p>	<p>Ensemble singing and performance Spiritual - self / other</p>	<p>Playing and Performing Ensemble singing and performance with instruments Spiritual - self / other</p>	<p>Playing and Performing Ensemble singing and performance with instruments  Spiritual - self / other</p>	<p>Inter-related dimensions of music 2  Programme Music</p>	<p>Musical appreciation and singing (ensemble, solo, duets and small group performance)</p>



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						<sup>e)</sup> Spiritual - self / other
<b>French The Primary French Project</b>	<i>Global neighbor</i> Introductions/Greetings	<i>Global neighbor</i> Colours	<i>Global neighbor</i> Pets	<i>Global neighbor</i> The Body	<i>Global neighbor</i> Numbers	<i>Global neighbor</i> Home
<b>Cultural Capital</b>	<p>During the year the children will be exposed to</p> <p>Rossini - William Tell overture finale</p> <p>Mozart - Eine Kleine Nactmusic</p> <p>Elgar - Pomp and Circumstance</p> <p>This will be the minimum and the children will be exposed to a variety of art, music and culture all year</p>					