

Respect
For All






Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Year 3/4B Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classics Texts	<ul style="list-style-type: none"> The Abominable- Eva Ibbotson 	<ul style="list-style-type: none"> Stone Age Boy by Satoshi Kitamura 	<ul style="list-style-type: none"> Roald Dahl- Fantastic Mr Fox, The Magic Finger, Billy and the Minpin, Esio Trot 		Anthony Browne Author- Anthony Brown- The Tunnel, Gorilla, Into the Forest, Zoo, Piggybook Billy the champ Little beauty	<ul style="list-style-type: none"> Simplified/comic novel of Mid summer nights dream for Shakespeare week Aesop Fables: 
Reading spine	<ul style="list-style-type: none"> Pebble in my Pocket Street beneath my feet What's underneath my feet? Mary Anning- biography What's Under the bed- Mick Manning Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt 	<ul style="list-style-type: none"> How to wash a woolly Mammoth by Michelle Robinson and Kate Hindley The secrets of Stonehenge Usborne- who were the first people 	<ul style="list-style-type: none"> Disgusting Sandwich- Gareth Edwards See Inside Your Body Paperback by Katie Daynes Life on Earth: Human Body: With 100 Questions and 70 Lift- flaps! by Heather Alexander The history detective- stone age, Iron age 	<ul style="list-style-type: none"> Sound Collectors- Roger Gough Jelly Boots and Smelly Boots- Allan Alberg Please Mrs Butler- Allan Alberg 		<ul style="list-style-type: none"> The rhythm of the rain- Grahame Baker-Smith Once upon a raindrop- James Carter Liquids- Jim Mezzanota Water Horse A river- Marc Martin <ul style="list-style-type: none"> The River- Patricia Hegarty

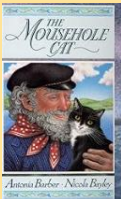
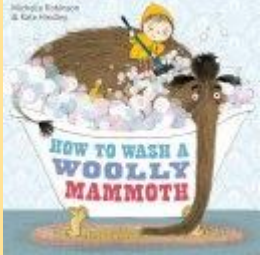
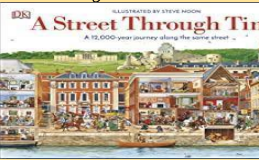

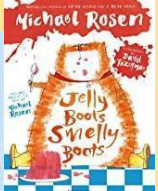


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	<p>and Sheila Moxley</p> <ul style="list-style-type: none"> • Non-fiction on rocks • The mousehole cat 		<p>Street Through time</p> 	 		
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<p>blocks</p>	<p>7 week ½ term week 1-3 narrative Text: The mousehole cat Focus: story sequence</p>	<p>8 week ½ term- allow 1 week for assessment week week 1-2 instructions Text: How to wash a woolly mammoth Focus:</p>	<p>6 week ½ term week 1-3 a losing tale Text: The disgusting sandwich Focus: Dialogue</p>	<p>7 week ½ term- allow 1 week for assessment week week 1-3 beating the monster tale Text: George's Marvellous medicine Focus: character description</p>	<p>4 week ½ term week 1-3 Text: Billy the champ Focus: Week 4 Author study Anthony Browne Piggy book Focus = informal letter</p>	<p>7 week ½ term allow 1 week for assessment week week 1-3 Text: Once upon a raindrop Focus: description Global neighbours week 4-5 fables Text: Aesop's fables The Lion and the mouse/ Focus: wishing tale week 6-7 persuasive advert/letter Link to science - sustainability unit of work Global neighbour Spirituality - world Bold in action</p>
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	<p><i>week 4-5</i> biography Text: Stone girl bone girl</p> <p><i>week 6-7</i> poetry- clerihew Text: Mary Anning Focus: write a Clerihew about Mary Anning</p>	<p><i>week 3-5</i> Text: Stone Age Boy Portal story/journey Door in the mountain Model text. Focus: setting description <i>week 6-7</i> information texts- rock monsters Text: Marvellous monsters T4W booklet Focus: How write could be on the types of rocks in the UK or the Stone Age</p>	<p><i>week 4-6</i> persuasive writing Text: Disgusting sandwich Focus: persuade people to eat healthily/ eat the disgusting sandwich/link to DT persuade to eat your sandwich. Or history link to Bronze Age</p>	<p><i>week 4-5</i> non-chronological report Text: Villains Focus: structure and organisation</p> <p><i>Week 6</i> poetry free verse Text: Roald Dahl stories</p>		
<p>Spirituality in English</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>					





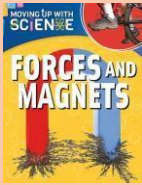



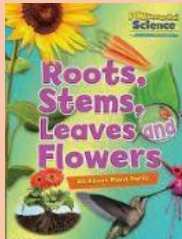

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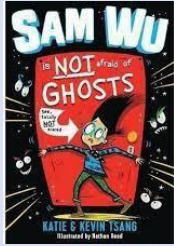
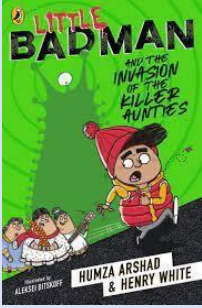
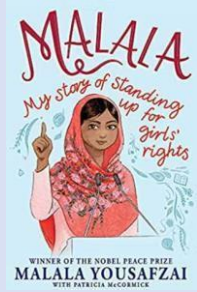
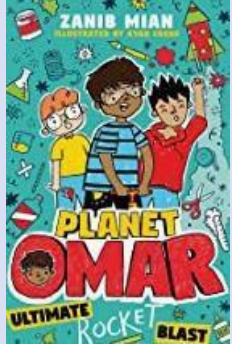
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Year 3/4B Curriculum Overview

Maths	White Rose Maths		White Rose Maths		White Rose Maths	
Science Changed to White Rose science From Easter 2025 Any units not covered use white Rose units	Rocks Fossils Soil Key Hook Texts: Link books to Geography 	Finish soils Amazing Magnets Forces Key Hook Texts: Non-Fiction Books   	Skeletons Movement Nutrition and diet Spirituality - self - how wonderful are our bodies and how can we look after them? Key Hook Texts: Non-Fiction Books Suggested enhancement trip: Personal trainer to come in and explain job 	Light Key Hook Texts: Non-Fiction Books Suggested enhancement trip: Optician visit to explain glasses  Science week - annual theme	Plants Key Hook Texts: Non-Fiction Books.  	Sustainability food waste Sustainability - bio diversity Global neighbour Spirituality - world Bold in action Plant B Key Hook Texts: Non-Fiction Books

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<p>Discussion books for Equality and Diversity 2 lessons to be done each term</p>	<ul style="list-style-type: none"> Sam Wu is not afraid of ghosts Bruce Lee Malala Little Bad Man Zaha Hadid The Boy at the Back of the class Planet Omar <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p>Spirituality - self, other Global neighbour</p>					
<p>PSHE</p>	<p>Drug, Alcohol and tobacco education</p> <ul style="list-style-type: none"> Tobacco is a drug <p>Spirituality - self, other</p> <p>British values</p> <p>Anti bullying week- self</p>	<p>Keeping safe and managing risk</p> <ul style="list-style-type: none"> Bullying-see it, say it, stop it! <p>Spirituality - self, other</p> <p>Parliament week - British values</p>	<p>Mental health and emotional wellbeing</p> <ul style="list-style-type: none"> Strengths and challenges <p>Spirituality - self, other</p> <p>British values</p> <p>Safer internet week - looking after myself</p>	<p>Identity, society and equality</p> <ul style="list-style-type: none"> Celebrating differences <p>Spirituality - self, other</p> <p>British values</p>	<p>Careers, financial capability and economic wellbeing</p> <ul style="list-style-type: none"> Saving, spending and Budgeting <p>British values</p> <p>Ambitious in aspiration</p>	<p>Physical Health and well-being</p> <ul style="list-style-type: none"> What helps me choose? <p>Spirituality - self, other</p> <p>British values</p>
<p>Growth Mind Set</p>	<p>On a high wire Firing Neurons</p> <p>Spirituality - self, other</p>		<p>Born to be Mistakes that worked</p> <p>Spirituality - self, other</p> <p>British values</p>		<p>Challenge Mountain Never give up</p> <p>Spirituality - self, other</p> <p>Bold in action</p>	




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<p>History</p>	<p><u>What changed from old to new Stone Age?</u> Black History Month We as a school understand struggle but we celebrate achievement. British values Global neighbour Bold in action Nelson Mandela Kara Walker</p> 	<p><u>When would you had rather lived - Stone/Bronze/Iron age?</u></p> <p>Spirituality - I can understand what is important to others - empathy - other</p>	<p><u>How did the Romans make an impact on Britain?</u> Spirituality - I can understand what is important to others - empathy - other</p>
<p>Geography</p>	<p><u>Is the UK the same all over?</u></p> <ul style="list-style-type: none"> Trip to stone mines at Castleton <p>Spirituality Where do we live - how does it make me feel - self</p>	<p><u>How has the landscape and land use of the UK has changed over time?</u></p> <p>Spirituality - I can appreciate how land is used and have empathy for how this effects other people</p>	<p><u>Why are water and rivers so important to our region and the UK?</u></p>
<p>D&T</p>	<p><u>Construction</u></p>	<p><u>Cooking and Nutrition</u></p>	<p><u>Forces</u></p>
	<p>Projects on a Page Y3/4</p> <ul style="list-style-type: none"> Shell Structures (make a sample box linked to rocks or facts about the UK regions etc.) <p>Spirituality - resilience, determination team work and evaluation</p>	<p>Projects on a Page Y3/4</p> <p>English link-Disgusting Sandwich Book-link to Healthy eating.</p> <p>DT - individual to research Ruth Graves Wakefield (1903 - 1977) A dietician to teach people about food and nutrition. In 1930, she wanted to offer guests something different and new. She took an ice pick to a block of chocolate, added it to her cookie dough, and the chocolate chip cookie was born.</p>	<p>Projects on a Page Y3/4</p> <ul style="list-style-type: none"> Lever and linkages (linked to forces and Romans) <p>Spirituality - resilience, determination team work and evaluation</p>



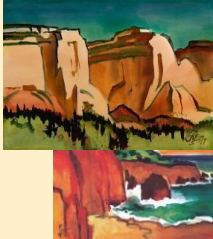

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		(woman scientist) Spirituality - resilience, determination team work and evaluation	
Art	<p>PAINTING</p> <ul style="list-style-type: none"> Artist to study - Milford Zornes. Can they create a background using a wash?  <p>Why did Cavemen draw and paint - do animals - what made early man want to record what he saw? Spirituality - self ,other</p> 	<p>PAINTING</p> <p>Artist study - Monet - water lilies - link to Wind in the Willows</p> <p>Spirituality - self ,other</p>	<p>COLLAGE</p> <p>Roman Mosaic</p> <p>3D WORK- Use clay to make a Roman pot.</p>
<p>DRAWING</p> <p>Can they use three different grades of pencil in their drawing (4-B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>			



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RE	<p>What is like for someone to follow God? (people of God)</p> <p>Spirituality - self British values</p>	<p>What is the 'Trinity' and why is it important? (Incarnation/God)</p> <p>Spirituality - self 1-week Christmas British values</p>	<p>How do festivals and worship show what matters to a Muslim? (Islam)</p> <p>Fairtrade - tea Global neighbour Spirituality - world Bold in action British values</p>	<p>How do festivals and family life show what matters to Jewish people? (Judaism)</p> <p>Easter 1 week - link with Jewish celebration of Passover - last supper Spirituality - self/other British values</p>	<p>What do Christians learn from the Creation story? (Creation/Fall)</p> <p>Spirituality - self/ world British values</p>	<p>How and why do people try to make the world a better place?</p> <p>(Thematic) Spirituality - self/ world British values</p>
PE	<p>Tag, Rugby Dance Spirituality - self The wonder of how my body moves, Teamwork Learning to win and lose British values</p>	<p>Hockey Dance Spirituality - self The wonder of how my body moves, Teamwork Learning to win and lose British values</p>	<p>Fundamentals Gymnastics Spirituality - self The wonder of how my body moves, Teamwork Learning to win and lose British values</p>	<p>Gymnastics Handball Spirituality - self The wonder of how my body moves, Teamwork Learning to win and lose British values</p>	<p>Cricket Fitness Spirituality - self The wonder of how my body moves, Teamwork Learning to win and lose British values</p>	<p>OAA Tennis Spirituality - self The wonder of how my body moves, Teamwork Learning to win and lose British values</p>
Computing	<p>Networks and the internet Computing systems and networks</p>	<p>Comparison cards and databases Data handling</p>	<p>Journey inside a computer Computing systems and networks</p>	<p>Collaborative learning Computing systems and networks</p>	<p>Investigating weather Data handling</p>	<p>HTML Skills showcase</p>
Music	<p>Rhythm and composition Spiritual - self / other -Harvest singing</p>	<p>Rhythm and composition -Christmas singing Spiritual - self / other</p>	<p>Playing and Performing Spiritual - self / other</p>	<p>Playing and Performing Ensemble singing and performance with instruments -Easter singing</p>	<p>Inter-related dimensions of music Graphic Notation</p>	<p>Musical appreciation and singing (ensemble, solo, duets and small group performance) Spiritual - self / other</p>



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				Spiritual - self / other		
French Primary French Project	<ul style="list-style-type: none"> Global neighbours <p>Food</p>	<p>Global neighbours</p> <p>Weather</p>	<ul style="list-style-type: none"> Global neighbours <p>Clothes</p>	<ul style="list-style-type: none"> Global neighbours <p>Town</p>	<ul style="list-style-type: none"> Global neighbours <p>School</p>	<ul style="list-style-type: none"> Global neighbours <p>Hobbies</p>
Cultural capital	<p>During the year the children will be exposed to</p> <p>Ravel - Bolero</p> <p>Mussorgsky - Night on a bare/bald Mountain</p> <p>Mendelssohn - Fingal's cave</p> <p>This will be a minimum and the children will be exposed to a variety of art, music and culture .</p>					