

# St George's Central CE Primary School and Nursery

## Year 3 and Year 4 Curriculum Overview: 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Experiences</b>	Stone Age carousel activities	Roman Experience: Chester visit	Lowry Gallery	Park Walk	Mediterranean Experience Day (including food)	
<b>Art</b>	How can you paint with scissors?		What can you see in Lowry's paintings?		What are the colours of the Mediterranean?	
<b>DT</b>		What is the best way to construct a desk lamp?		What is the best way to build a desk tidy?		What does a Mediterranean diet look like?
<b>English</b>	<b>Genre:</b> Narrative (Recount)	<b>Genre:</b> Non-Chronological Report	<b>Genre:</b> Narrative (Diary)	<b>Genre:</b> Narrative (Character descriptions of Villains in Literature)	<b>Genre:</b> Information Text	<b>Genre:</b> Narrative (Mystery story)
	<b>Text:</b> <i>Littlenose</i> John Grant	<b>Text:</b> <i>The Captive Celt</i> Terry Deary	<b>Text:</b> Various texts by Roald Dahl	<b>Text:</b> Various texts by David Walliams	<b>Text:</b> <i>Spain Unpacked</i> Susie Brooks	<b>Text:</b> <i>I Know What You Did Last Wednesday</i> Anthony Horowitz
	<b>Audience for writing:</b> Young Historians	<b>Audience for writing:</b> Young historians	<b>Audience for writing:</b> Enthusiasts of Roald Dahl	<b>Audience for writing:</b> Enthusiasts of heroes and villains	<b>Audience for writing:</b> Mediterranean Tourists	<b>Audience for writing:</b> Children aged 7-9
	<b>Purpose for writing:</b> To provide a recount of events	<b>Purpose for writing:</b> To explain	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To entertain	<b>Purpose for writing:</b> To inform	<b>Purpose for writing:</b> To entertain
	<b>Grammar:</b> -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	<b>Grammar:</b> -Plural and possessive - Paragraphs -Cohesion -Headings and sub-headings Commas to mark fronted adverbials -Prepositions	<b>Grammar:</b> - Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	<b>Grammar:</b> -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Verb inflections -Plural and possessive	<b>Grammar:</b> -Paragraphs -Cohesion -Headings and sub-headings -Commas to mark fronted adverbials -Prepositions	<b>Grammar:</b> - Conjunctions of time and place -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Plural and possessive -Clause

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Poem:</b> <i>Star Turn</i> Frances Nagle	<b>Poem:</b> <i>Embryonic Megastars</i> Brian Patten	<b>Poem:</b> <i>Daffodils</i> William Wordsworth	<b>Poems:</b> <i>William the Conqueror</i> <i>Sent a Letter Home</i> John Coldwell	<b>Poem:</b> <i>Let No One Steal Your Dreams</i> Paul Cookson	<b>Poem:</b> <i>Macavity</i> T.S. Eliot
<b>Geography</b>			Why is Manchester a unique place to live?		What attracts tourists to the Mediterranean?	
<b>History</b>	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?		What impact did the Normans have on us?		
<b>Computing</b>	How are computers like a family?	How can you improve the Word?	How do we continue to Scratch		Where does the data go?	How can the picture move?
<b>Maths (Y3)</b>	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money	Time Properties of Shape Statistics
<b>Maths (Y3/4)</b>	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length, Area, Perimeter	Fractions Mass and Capacity (Y3) Decimals (Y4)	Y3 Fractions Y4 Decimals Money	Time Statistics Geometry
<b>Maths (Y4)</b>	Place Value Addition and Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money and Time Properties of Shape	Statistics Position and Direction
<b>Music</b>	What is minimalist music?	What are the features of R&B music?	How can a repeating motif be used?	How can dynamics affect mood and create atmosphere?	How do I play the notes B, A and G on a recorder?	How can voices be used to represent sounds?
<b>Wider Opportunities: Year 4</b>	Children study a range of percussion instrument across the school year. They will spend a term each on African drumming, Samba and tuned percussion.					
<b>PE (indoor)</b>	How do I show responsibility?	What does it mean to work as a team?	How might I explain simple tactics?	How might I change the way I respond?	How do I perform with control?	Why does our body change during exercise?
<b>PE (outdoor)</b>	How many ways can you throw and catch?	Which sports involve striking a ball?	What does it take to win?	<p>What is the importance of being able to swim?</p> <p>How do I swim using a range of strokes?</p> <p>What makes a confident/ competent swimmer?</p> <p>How can we be safe in the water?</p>		
<b>PSHE</b>	How can we be a good friend?	How do we treat each other with respect?	What makes a community?	How can we manage our feelings?	What strengths, skills and interests do we have?	How can we manage risk in different places?

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<b>RE</b>	How did Jesus change people's lives?  What is prayer?	Why is light an important symbol of Christmas?  How is light used at Diwali and Chanukah?	How did David fit into God's plans for the people of God?  What do the Psalms teach us about the nature of God?	Why might Christians describe Easter as a story of betrayal and trust?	Are all churches decorated in the same way?  What can a gurdwara teach us about Sikh beliefs?	What can we learn from the book of proverbs?
<b>Science</b>	Why do we need a skeleton?	What are the components of a simple circuit?	What are the functions of the parts of a flower?		How can animals be classified in our local and wider environment?	How are shadows formed?
<b>Spanish</b>	¿Cómo puedo saludar a mis amigos en español? <i>(How can I greet my friends in Spanish?)</i>	¿Cuántos años tienes? <i>(How old are you?)</i>	¿Qué color es? <i>(What colour is it?)</i>	¿Qué me pide mi maestro que haga? <i>(What does my teacher ask me to do?)</i>	¿Cómo se llaman las diferentes partes de mi cuerpo?  <i>(What are the different parts of my body called?)</i>	
<b>Residential</b>				<b>Year 3:</b> two nights at Low Bank Ground	<b>Year 4:</b> three nights at Low Bank Ground	
<b>Forest School</b>		<b>Year 4:</b> What could I cook on the forest fire for breakfast?	<b>Year 3:</b> What would Bear Grylls make using tools in the Forest School?			
<b>All Being Well activities</b>	<b>Year 3, Year 3/4 and Y4:</b> visit to Hillcrest Residential Home	<b>Year 3, Year 3/4 and Y4:</b> Community litter pick				
<b>SGC Life Skill</b>	<p style="text-align: center;"><b>Year 3:</b> Children can put a quilt on a duvet</p> <p style="text-align: center;"><b>Year 4:</b> Children can tell the time on a digital and analogue clock</p>					