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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** | |
| **ART AND DESIGN TECHNOLOGY: MASK MAKING** | |
| **Children will develop both Fine Art and D&T skills for children, including:**   * **Visual literacy/art historical knowledge Using drawing to create clear designs** * **Working with 3D sculptural materials** * **Painting with a focus on colour, detail, pattern and decoration** | |
| **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.** |
| **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** | |
| **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** | |