

Year 3/4 Curriculum Overview Cycle B

	Autumn Term (Term 1 and 2)	Spring Term (Term 3 and 4)	Summer Term (Term 5 and 6)
Theme	Scrumdiddlyumtious	Bottoms Burps and Bile	Tremors
Wow! Launch	Chocolate making		
English	<p>NF: Instructions (chocolate making) NF: Persuasion (advertise a new chocolate bar, should we be allowed to pack our own lunch boxes?)</p> <p>F: Adventure stories (plot focus – painting a descriptive picture – Charlie and the Chocolate Factory)</p> <p>Poetry (Riddles)</p>	<p>NF: Explanations (Science focus – teeth and digestion, flow chart of information) NF: Reports (Stone age weapons)</p> <p>F: Stories with issues: Visual Literacy – Brave, The Flintstones Stig of the Dump</p> <p>Performance Poetry (All about me)</p>	<p>NF: Non-chronological report (theme linked, note taking techniques, ICT, texts and video, organisation of information) NF: Recount (Natural disaster in Chapel)</p> <p>F: Stories with historical setting (Mount Vesuvius eruption from Pompeii from child’s point of view)</p> <p>Poetry</p>
<p>SPAG – statutory year group requirements</p> <p>All objectives to be threaded throughout the year. Recap of previous year’s objectives will be needed.</p> <p>Word class identification key throughout years</p> <p>* Full list in NC doc</p>	<p>Y3: ‘a’ and ‘an’ choices Y3: Subordination (conjunctions – When, before, after, while, so, because) Y3: Headings/subheadings (reports) Y3: Paragraphs</p> <p>.....</p> <p>Y4: Standard English forms (we were / I did) Y4: Fronted adverbials Y4: Paragraphs</p>	<p>Y3: Prefixes (Super-, anti-, auto-) * Y3: Subordination (Adverbs and prepositions)</p> <p>Y4: Differences between plural and possessive ‘s’ Y4: Noun phrases using adjectives, nouns and prepositional phrases. Y4: Direct speech punctuation</p>	<p>Y3: Present perfect form Y3: Word families (solve, solution, dissolve, etc.) Y3: Direct speech punctuation</p> <p>.....</p> <p>Y4: Build cohesion between paragraphs Y4: Apostrophes for plural possession</p>
Science	<p>Nutrition Y3: Light Y4: Electricity</p>	<p>Teeth The digestive system Working Scientifically</p>	<p>Rocks Y3: Forces and Magnets Y4: Sound</p>
Computing SO = Switched on computing unit	<p>Web searches Emails SO 3.3: We are presenters</p>	<p>Digital Images Algorithms Video</p>	<p>Presenting information SO 4.1 We are software developers</p>
Geography	Food miles and fair trade		Volcanoes and Earthquakes
History	Significant individuals: James Lind	Stone Age to Iron Age	Ancient Rome – Pompeii
Art	Sculpture		Sculpture Photography
DT	Cooking and nutrition	<p>Healthy Foods Textiles Working Models</p>	Structures
RE	<p>Life rituals, rites of passage: How do people mark important events? (Lincs) (Christianity and Hinduism) Incarnation (UC) Y3 – Shavuot (Judaism) (Cornerstones) Y4 – Shabbat (Judaism) (Cornerstones)</p>	<p>Life rituals, rites of passage: How do people mark important events? (Lincs) (Christianity and Hinduism) Salvation (UC) Y3 – Guru Nanak Gurburab (Sikhism) (Cornerstones) Y4 – Vaisakhi (Sikhism) (Cornerstones)</p>	<p>Pilgrimage and expressing belief through arts (Lincs) Y3 – Vesak (Buddhism) (Cornerstones) Y4 – Kathina (Buddhism) (Cornerstones)</p>

PE			
Music	Vegetable Orchestra	Composing Lyrics	Composition
PSHE	Health and Wellbeing Organisation Resilience	Relationships Initiative Communication	Living in the wider world Leadership
Trips/Visit/Visitors	Chocolate Workshop		
Outcome/Celebration			
Themed Week	Science	History	Science
	Y3: Light Y4: Electricity	KS2: Stone Age to Iron Age	Y3: Forces and Magnets Y4: Sound