



# Curriculum Newsletter

## Advent Term 2023 – Year 3/4

Subject	Curriculum	Overview
English	<p>Writing</p> <p>Nelson Spelling Nelson Reading Bug Club Read Write Inc.</p>	<ul style="list-style-type: none"> <li>Poetry on a theme (emotions) builds on CUSP E-safety</li> <li>Non-chronological reports builds on CUSP Rocks and fossils</li> <li>First person narrative descriptions – builds on CUSP Art drawing and observation</li> <li>Dialogue through narrative (historical stories) builds on CUSP The Iron Age.</li> <li>Formal letters to complain</li> <li>Performance poetry (including poetry from other cultures)</li> <li>Children learn the common exception words.</li> <li>The children will continue to read a wide range of texts and develop their comprehension skills.</li> <li>The children will continue to develop their phonics skills and knowledge using RWI</li> </ul>
Maths	<p>The children in Year 3 will focus on the following areas of maths:</p> <ul style="list-style-type: none"> <li>Place value within</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul>	<p>The children in Year 4 will focus on the following areas of maths:</p> <ul style="list-style-type: none"> <li>Place value - 4-digit numbers</li> <li>Addition and subtraction</li> <li>Measure - area</li> <li>Multiplication and division</li> </ul>
Art	<p>Drawing and painting</p> <p>Printmaking</p>	<ul style="list-style-type: none"> <li>In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.</li> <li>In this block, pupils will explore the range of marks that can be made through printing. They will make their own printing blocks and print on different surfaces.</li> </ul>
DT	<p>Textiles</p> <p>Food and Nutrition</p>	<ul style="list-style-type: none"> <li>In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box Frei Otto Retrospective out of fabric.</li> <li>In this block, pupils will consider what a balanced diet is. They will make three products that are often bought pre-made or highly processed.</li> </ul>
Music	Untuned percussion	<p>The children will know:</p> <ul style="list-style-type: none"> <li>The terms canon, round and texture.</li> <li>Rounds are sung by two or more groups of people singing the same melody at different times.</li> <li>The terms time signature, bar and bar line.</li> <li>The note values crotchet, crotchet rest and paired quavers.</li> </ul> <p>Be able to:</p> <ul style="list-style-type: none"> <li>Maintain their own part in a two- (or more) part round.</li> <li>Follow musical directions.</li> <li>Perform and combine multiple rhythms at the same time.</li> <li>Notate simple rhythms using standard musical notation.</li> </ul>
PE	<p>Gymnastics – Body Management</p> <p>Interpretive Dance</p> <p>Invasion Games</p>	<p>To demonstrate a range of balances using different body parts using apparatus and floor linking sequences and improving sequences based on feedback.</p> <p>To send and control a ball understanding the need for evasion and apply principles of attack and defence to game situations</p>

	Athletics  Sportsmanship	To improve leg power and balance, quality of standing jumps and to maintain running technique when running over obstacles To run for an extended period of time and consolidate sprinting technique (Y4) To throw for distance using different techniques  Know how to manage getting annoyed or frustrated in sports Follow rules and play fairly Show respect before, during and after game/activity situations (i.e. wishing others good luck, clapping, shaking hands)
French	Greetings and the classroom Colours, emotions and numbers (0-10)	<ul style="list-style-type: none"> <li>• Use and respond to greetings</li> <li>• Greet people according to who they are and the time of the day</li> <li>• Name classroom objects</li> <li>• Describe nouns using colour adjectives</li> <li>• Respond to instructions</li> </ul>
History	Changes in Britain from the Stone Age to the Iron Age	The children will explore and answer the following questions: <ul style="list-style-type: none"> <li>• What were Palaeolithic times like? How do we know?</li> <li>• What were Mesolithic times like? How do we know?</li> <li>• What were Neolithic times like? How do we know?</li> <li>• When was the Bronze Age? What was the Bronze Age like? How do we know?</li> <li>• How was the Bronze Age different to the Stone Age?</li> <li>• When was the Iron Age? What was the Iron Age like? How do we know?</li> </ul>
Geography	Fieldwork – human and physical features	The children will explore and answer the following questions: <ul style="list-style-type: none"> <li>• What are the 8 points on the compass? <i>Know that North is an important cardinal point on a compass – all OS maps displayed facing North.</i> <i>Use 8 points of a compass to locate human and physical features in the locality.</i></li> <li>• Where are the physical and human features located in this place? <i>Know how a compass helps explain the location of human and physical features in this place.</i></li> </ul>
Science	Rocks  Animals, including humans  Revisit Rocks	The children will explore and answer the following questions: <ul style="list-style-type: none"> <li>• How are rocks formed?</li> <li>• What types of rocks are there?</li> <li>• Is soil just dirt? What makes soil?</li> <li>• How are fossils formed?</li> <li>• What effect does the food we eat have?</li> <li>• Where is my skeleton and what does it do?</li> <li>• Where are my muscles and what do they do?</li> <li>• How are rocks formed and what types are there?</li> <li>• Remember: how can rocks change?</li> <li>• Remember: how are fossils formed and how do we know?</li> </ul>
Computing	Networks and the internet         Emailing	The children will explore: What's a network? <ul style="list-style-type: none"> <li>• To understand what a network is and understand our school network.</li> </ul> A file's journey <ul style="list-style-type: none"> <li>• To understand how information moves around a network and begin to recognise real world networks.</li> </ul> A website's journey <ul style="list-style-type: none"> <li>• To understand how the Internet works and explain a website's journey.</li> </ul> Routers <ul style="list-style-type: none"> <li>• To explore the role of routers.</li> </ul> Understanding packets <ul style="list-style-type: none"> <li>• To understand the role of packets</li> </ul> Communicating with technology. <ul style="list-style-type: none"> <li>• To understand how we communicate with technology.</li> </ul> Sending an email. <ul style="list-style-type: none"> <li>• To understand what emails are and how to send.</li> </ul> Adding attachments. <ul style="list-style-type: none"> <li>• To know how to create an email with an attachment.</li> </ul> Be kind online.

		<ul style="list-style-type: none"><li>• To understand the importance of being kind online.</li></ul> Fake emails. <ul style="list-style-type: none"><li>• To recognize when an email is not genuine.</li></ul>
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