



# Curriculum Newsletter

## Pentecost Term 2024 – Year 3/4

Subject	Curriculum	Overview
English	<p>Writing</p> <p>Nelson Spelling Reading Bug Club</p>	<ul style="list-style-type: none"> <li>• Third person narrative</li> <li>• Advanced instructional writing.</li> <li>• First person narrative</li> <li>• Performance poems</li> <li>• Children learn the common exception words.</li> <li>• Book Focus - Operation Gadget, The Dancing Bear.</li> <li>• The children will continue to read a wide range of texts and develop their comprehension skills.</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>• Fractions</li> <li>• Money</li> <li>• Time</li> <li>• Angles and properties of shape</li> <li>• Statistics</li> </ul>	<p>The children in Year 4 will focus on the following areas of maths:</p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money</li> <li>• Time</li> <li>• Geometry- angles and 2D shapes</li> <li>• Statistics</li> <li>• Geometry- position and direction</li> </ul>
Art	<p>3D</p> <p>Painting</p>	<ul style="list-style-type: none"> <li>• In this block, pupils will continue to combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.</li> <li>• In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between foreground and background.</li> </ul>
DT	<p>Systems</p> <p>Structures</p>	<ul style="list-style-type: none"> <li>• In this block, pupils will look at different types of energy and how these can be used to power different devices. They will consider how design choices are influenced by energy sources.</li> <li>• In this block, pupils will investigate how the shape and features of a bridge can affect how strong it is. They will also identify types of bridges and the structural changes that engineers and architects make to increase the stability of structures.</li> </ul>
Music	<p>Musical notation</p> <p>Composition</p>	<p>The children will know:</p> <ul style="list-style-type: none"> <li>• That each line and space on the stave represents a note</li> </ul> <p>Be able to:</p> <ul style="list-style-type: none"> <li>• Accurately name notes on a treble stave (C – G) Play and perform from stave notation using tuned percussion</li> </ul> <p>The children will know:</p> <ul style="list-style-type: none"> <li>• That graphic scores can be used to notate composition ideas</li> </ul> <p>Be able to:</p> <ul style="list-style-type: none"> <li>• Use ideas collected from improvisation to create a structured composition</li> </ul>
PE	<p>Athletics</p> <p>Striking and fielding Swimming</p> <p>Sportsmanship</p>	<ul style="list-style-type: none"> <li>• Can consistently apply good technique when running, jumping and throwing.</li> <li>• Know the difference in running for distance and sprinting and can adapt pace accordingly</li> <li>• Can throw and jump using correct technique consistently</li> <li>• can apply throwing and catching skills in a game situation</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</li> <li>• Know how to manage getting annoyed or frustrated in sports</li> <li>• Follow rules and play fairly Show respect before, during and after game/activity situations (i.e. wishing others good luck, clapping, shaking hands)</li> </ul>

French	Playing together  Eating together	Children will be able to: <ul style="list-style-type: none"> <li>• Read verbs and match them to actions or images</li> <li>• Read questions and give both affirmative and negative responses</li> <li>• Write short conversations</li> <li>• follow a simple playscript of a playground conversation</li> <li>• Use vocabulary linked to food and drink</li> </ul>
History	Revisit Changes in Britain from Stone Age to the Iron Age	The children will explore and answer the following questions: <ul style="list-style-type: none"> <li>• Remember: what changes happened in the three ages of the Stone Age?</li> <li>• Remember: what changes happened in the Bronze and Iron Age?</li> <li>• What changes happened between the Stone Age, Bronze Age and Iron Age?</li> </ul>
Geography	OS Map skills and fieldwork	The children will explore and answer the following questions: <ul style="list-style-type: none"> <li>• What is an OS map?</li> <li>• How does scale change the way we describe a place?</li> <li>• What's the area like just beyond the school?</li> <li>• What's the area like beyond our region?</li> </ul>
Science	Revisit and Retrieve rocks  Revisit and Retrieve animals, including humans	The children will revisit and retrieve the following questions: <ul style="list-style-type: none"> <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> <li>• Remember: what effect does food we eat have?</li> <li>• Remember: where is my skeleton and what does it do?</li> <li>• Remember: where are my muscles and what do they do?</li> </ul>
Computing	Video Trailers  Online Safety	<ul style="list-style-type: none"> <li>• Planning a book trailer- To plan a book trailer.</li> <li>• Filming- To take photos or videos that tell a story.</li> <li>• Editing the trailer- To edit a video.</li> <li>• Transitions and text- To add text and transitions to a video.</li> <li>• Video review- To evaluate video editing.</li> <li>• Differentiate between fact, opinion and belief online.</li> <li>• Explain how to deal with upsetting online content.</li> <li>• Recognise that digital devices communicate with each other to share personal information.</li> <li>• Explain what social media platforms are used for.</li> <li>• Recognise why social media platforms are age-restricted.</li> </ul>