



Saint Norbert's Catholic Voluntary Academy

# Curriculum Newsletter

## Advent Term 2024 – 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>• Sure Start Sentence Composition</li> <li>• Writing poems that explore form</li> <li>• Writing Persuasive Writing Adverts</li> <li>• Writing first person diary entries</li> <li>• Writing critical analysis of narrative poetry</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 Readwriteinc.</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</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>Painting</p>	<ul style="list-style-type: none"> <li>• In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</li> <li>• In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet on-wet, as well as make tertiary colours. They will respond to the work of artists.</li> </ul>
DT	<p>Food and Nutrition</p> <p>Mechanisms</p>	<ul style="list-style-type: none"> <li>• In this unit, pupils will explore the difference between freshly made food and mass-produced food. The unit will focus on common foods that are part of a healthy diet but are often bought premade and can contribute to poor physical and mental health.</li> <li>• In this block, pupils will investigate how hinges work. They will then select a range of modelling materials and tools to make their own hinged products, evaluating and modifying them throughout.</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>	<ul style="list-style-type: none"> <li>• Create a sequence using a range of body shapes and actions with a partner</li> <li>• Perform a dance sequence</li> <li>• Participate effectively in game situations</li> </ul>

	<p>Athletics</p> <p>Sportsmanship</p>	<ul style="list-style-type: none"> <li>• Throw and catch effectively and consistently</li> <li>• Perform jumping technique with precision</li> <li>• Maintain a constant pace</li> <li>• Demonstrate rapid acceleration</li> <li>• Select appropriate technique for event</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	<p>The Calendar</p> <p>Colours, emotions and numbers</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Read and recognise the days of the week</li> <li>• Read and recognise the months of the year</li> <li>• Ask and describe classroom objects using the plural form</li> <li>• Say what colour they like</li> <li>• Answer questions about their favourite colours</li> </ul>
History	Study Britain's settlement by Anglo-Saxons and Scots	<p>The children will explore and answer the following questions:</p> <ul style="list-style-type: none"> <li>• Why did the Anglo Saxons come to Britain?</li> <li>• Where did the Anglo-Saxons come from?</li> <li>• What was life like for Anglo-Saxons in Britain?</li> <li>• What kingdoms were formed by the Anglo-Saxons?</li> <li>• How do we know about the Anglo Saxons?</li> <li>• How did religion influence the Anglo Saxons? How do we know this?</li> </ul>
Geography	<p>Rivers</p> <p>Latitude and longitude study</p>	<p>The children will explore and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the features of a river?</li> <li>• What's our local river?</li> <li>• What features can we see?</li> <li>• Where did it come from and where does it flow?</li> <li>• What are lines of latitude?</li> <li>• What are lines of longitude?</li> <li>• How do lines of latitude and longitude tell us what the location is like?</li> <li>• How can you find exact locations around the world?</li> <li>• What are time zones and how do they affect us?</li> <li>• How does day and night occur?</li> </ul>
Science	<p>Living things and their habitats</p> <p>States of matter</p>	<p>The children will explore and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the characteristics of living things?</li> <li>• What animals are vertebrates?</li> <li>• What animals are invertebrates?</li> <li>• What groups are plants classified in?</li> <li>• What is classification? How do I use a key?</li> <li>• What happens if the environment in a habitat changes?</li> <li>• What is matter? What does 'state' mean?</li> <li>• What are solids, liquids and gases?</li> <li>• Melting: how do materials change state?</li> <li>• Evaporating: how do materials change state?</li> <li>• Condensing: how do materials change state?</li> <li>• Summary: how do materials change their state of matter?</li> </ul>
Computing	<p>Networks and the internet</p> <p>Emailing</p>	<p>The children will explore:</p> <p>What's a network?</p> <ul style="list-style-type: none"> <li>• To understand what a network is and understand our school network.</li> </ul> <p>A file's journey</p> <ul style="list-style-type: none"> <li>• To understand how information moves around a network and begin to recognise real world networks.</li> </ul> <p>A website's journey</p> <ul style="list-style-type: none"> <li>• To understand how the Internet works and explain a website's journey.</li> </ul> <p>Routers</p> <ul style="list-style-type: none"> <li>• To explore the role of routers.</li> </ul> <p>Understanding packets</p> <ul style="list-style-type: none"> <li>• To understand the role of packets</li> </ul> <p>Communicating with technology.</p>

		<ul style="list-style-type: none"><li>• To understand how we communicate with technology.</li></ul> <p>Sending an email</p> <ul style="list-style-type: none"><li>• To understand what emails are and how to send.</li></ul> <p>Adding attachments</p> <ul style="list-style-type: none"><li>• To know how to create an email with an attachment.</li></ul> <p>Be kind online</p> <ul style="list-style-type: none"><li>• To understand the importance of being kind online.</li></ul> <p>Fake emails</p> <ul style="list-style-type: none"><li>• To recognize when an email is not genuine.</li></ul>
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