

CURRICULUM OVERVIEW 2020-21

Year Group: Y3/4

Class Teacher: Mr D Hauxwell

	Autumn		Spring		Summer	
RE	<p style="text-align: center;"><u>Domestic Church (4 weeks)</u> Year 3 - HOMES - God's vision for every family</p> <p style="text-align: center;"><u>Judaism (1 week)</u> Year 3 – Synagogue</p> <p style="text-align: center;"><u>Reconciliation (4 weeks)</u> EXPLORE from Year 3 - CHOICES (Come and See) 1 week Sacramental Preparation Module Celebrating Reconciliation - What do Catholics Believe and Do? 2 weeks RESPOND from Year 3 - CHOICES (Come and See) 1 week</p> <p style="text-align: center;"><u>Advent/Christmas (4 weeks)</u> Year 3 - VISITORS - waiting for the coming of Jesus</p>		<p style="text-align: center;"><u>Local Church (4 weeks)</u> Year 3 - JOURNEYS - Christian family's journey with Christ</p> <p style="text-align: center;"><u>Islam (1 week)</u> Year 3 - Places for worship</p> <p style="text-align: center;"><u>Eucharist (4 weeks)</u> Year 3 - Sacramental Preparation Module Celebrating The Mass - What do Catholics Do?</p> <p style="text-align: center;"><u>Lent/Easter (4 weeks)</u> Year 3 - GIVING ALL - Lent: remembering Jesus' total giving</p>		<p style="text-align: center;"><u>Pentecost (4 weeks)</u> Year 3 - ENERGY - Gifts of the Holy Spirit</p> <p style="text-align: center;"><u>Baptism/Confirmation (4 weeks)</u> Year 3 - PROMISES - Promises made at Baptism</p> <p style="text-align: center;"><u>Universal Church (4 weeks)</u> Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community</p>	
English	<p>Class text: The Iron Man</p> <p>Write to entertain</p> <p>Narrative - re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</p>	<p>Class text: The Witches</p> <p>Write to entertain</p> <p>Narrative - write a story in four parts, in the first person, with a definite ending.</p> <p>Transform for GDS Change into a third person story.</p>	<p>Class text: TBC</p> <p>Write to entertain</p> <p>Narrative - write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p>	<p>Class text: TBC</p> <p>Write to entertain</p> <p>Narrative - plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p>	<p>Class text: TBC</p> <p>Write to entertain</p> <p>Narrative - write in role as a character from a story.</p> <p>Transform for GDS Change the narrative voice or write from two</p>	<p>Class text: TBC</p> <p>Write to entertain</p> <p>Narrative - plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p>

<p>Transform for GDS Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader</p>		<p>Transform for GDS Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</p>	<p>Transform for GDS Experiment with using different organisational devices with some attempt to link paragraphs together.</p>	<p>perspectives.</p>	<p>Transform for GDS Develop additional characters and add detail to settings using adjectives and figurative language to evoke</p>
<p>Write to inform Recount - write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Transform for GDS Write same event in a different form e.g. as a story, a letter or a diary.</p>	<p>Write to inform Persuasion - present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>Transform for GDS Change the viewpoint of the author, selecting vocabulary appropriately.</p>	<p>Write to inform Explanation - write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p>Transform for GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p>	<p>Write to inform Non-chronological report - write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p>Transform for GDS Change the form of the non-chronological report so there is a change in structure and language e.g. leaflet, webpage etc.</p>	<p>Write to inform Instructions - write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p>Transform for GDS Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p>	<p>Write to inform Recount - write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>Transform for GDS Same recount in a different form and style e.g. Recount events as a diary</p>

Maths	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division 	<ul style="list-style-type: none"> • Number: Multiplication and Division • Measurement: Money • Statistics • Measurement: Length and Perimeter • Number: Fractions 	<ul style="list-style-type: none"> • Number: Fractions • Measurement: Time • Geometry: Properties of Shape • Measurement: Mass and Capacity 	
Science	Animals, including humans (Y3) (Re-cap Y2)	Rocks (Y3)	Plants (Y3) (Re-cap Y1 and Y2)	Living things and their habitats (Y4) (Re-cap Y2)
Computing	Internet safety	Microsoft Office – word processing, PowerPoints, excel.		Photo stories
Design & Technology	Design, make and evaluate - Anglo Saxons and Scots	Design, make and evaluate - Vikings		Design, make and evaluate - Mayan
History	Anglo Saxons and Scots	Vikings		Mayan
Geography	All around the world	What's it like in Whitby?		Water
Art & Design	Sculpture – Anglo Saxons and Scots topic	Painting in the style of great artists		Sketching / artwork linked to Mayan
PE	Games – hockey Dance Swimming	Games – Tennis and / or volleyball Gymnastics		Games – tag rugby Athletics
Music	Livin' on a prayer	Make you feel my love		Dancing in the street
MFL	All around town	On the move		Going shopping
RSE (Relationships & Sex Education)	Following the Primary Curriculum Framework for PSHE including RSE, which links to Come and See (RE), Journey in Love (RSE), Statements to Live By, Science, Links to Science, Links to CAFOD and Links to the Global Calendar. We will look at the Moral, Spiritual, Physical, Emotional and Social aspects.			