

Subject	The curriculum covered by Year 3 and 4 from January to April:	
	Year 3	Year 4
Literacy	Children will access a range of text types, in the context of the novel, 'The Midnight Gang' by David Walliams or 'Mr Stink' by David Walliams.	Children will access a range of text types, in the context of the novel, 'The Witches' by Roald Dahl and 'The Worst Witch' by Jill Murphy
Maths	<ul style="list-style-type: none"> • +, -, X and ÷ methods. • +, -, X and ÷ problems • Measuring – length, weight, capacity • Statistics 	<ul style="list-style-type: none"> • Adding and subtracting 4 digit numbers mentally • Comparing and ordering fractions as well as adding and subtracting them • Comparing numbers with decimal places • Recording money using decimal notation • Rounding whole numbers as well as decimals • Solve problems involving mixed units of length, mass and capacity • Compare and classify geometric shapes
Science	<p>Within our "Mirror, Mirror" topic we will consider the following:</p> <ul style="list-style-type: none"> • To describe the reflections when light is reflected from surfaces. • To record observations and make sense of them. • To describe how shadows are formed. • To design and carry out a fair test. • To research and gather some key facts about how mirrors have been made over the centuries. • To make a simple mirror and create a list of the key uses. <p>Within our 'How does your garden grow?' topic we will consider the following:</p> <ul style="list-style-type: none"> • To identify and describe the functions of the different parts of flowering plants – roots, stem, leaves and flowers. • To investigate how water is transported within plants. • To set up simple practical enquiries. • to explore exactly what plants need to live and grow, and how these requirements vary from plant to plant. • to ask relevant questions and use different types of scientific enquiry to answer them. • To explore the important role that flowers play in the life cycles of plants, from pollination to seed spreading. • To record the findings using drawings and labelled diagrams. 	<p>Within our 'Looking at States' topic we will consider the following:</p> <ul style="list-style-type: none"> • Compare materials. • Group materials together, based on observations on them to recognise that some materials, for example water, may exist in solid, liquid and gas states. • Make careful observations about how matter changes from solid to liquid. • Record what has been learnt in a variety of ways. • Read scales accurately. <p>Within our 'What's that Sound' topic we will consider the following:</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating them with something vibrating • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the volume and pitch of a sound and the strength of the vibrations that produced it.
Topic	<u>Art</u> Children will learn: <ul style="list-style-type: none"> • to create sketch books to record 	<u>HISTORY</u> <ul style="list-style-type: none"> • Changes in Britain from Stone Age to Iron Age. • Study a Non European Society that provides

	<p>their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p><u>History</u></p> <ul style="list-style-type: none"> Children will carry out a local history study about the WW1 Bombardment of Hartlepool. 	<p>contrast with British History (Ancient Mayan civilisation)</p> <p><u>ART</u></p> <ul style="list-style-type: none"> Study contrasting sculptors Design a sculpture based on an animal <p><u>DT</u></p> <ul style="list-style-type: none"> Prepare and cook a healthy meal
Computing	<p>Children will learn about a number of e-safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely.</p>	<p><u>SPRING 1</u> <u>We are meteorologists</u> This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.</p> <ul style="list-style-type: none"> Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p><u>SPRING 2</u> <u>We are Software Developers</u> The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Music	<p>Children will explore Gospel music:</p> <ul style="list-style-type: none"> Develop an understanding of the 	<p>Children will explore Samba music:</p> <ul style="list-style-type: none"> Develop an understanding of the history of

	<p>history of music</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Improvise and compose music for a range of purposes • Use and understand staff and other musical notations 	<p>music</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Listen with attention to detail and recall sounds with increasing aural memory. • Improvise and compose music for a range of purposes using the inter-related dimension of music • Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations
PE	<ul style="list-style-type: none"> • Swimming • Balance, Agility and Co-ordination 	
RE	<ul style="list-style-type: none"> • What do Christians believe about God? 	