

Year 3/4 Summer Curriculum

Subject	The curriculum covered by Year 3 and 4 from April to July 2017:	
	Year 3	Year 4
Literacy	Children will access a range of text types, in the context of the novel, 'Gangsta Granny' by David Walliams.	Children will access a range of text types, in the context of the novels, Matilda and The Witches by Roald Dahl.
Maths	<ul style="list-style-type: none"> • Number and Place Value • Fractions • +, -, X and ÷ problems • Measuring - length, weight, capacity • Statistics 	<ul style="list-style-type: none"> • Adding and subtracting 4 digit numbers mentally and using a formal method • Solving word problems involving all 4 number operations • Solve problems involving harder fractions to calculate and divide quantities, including non-unit fractions where the answer is a whole number • Solve simple measure and money problems involving fractions and decimals to two decimal places • Convert from larger to smaller units of metric measure • Calculate with different measures and continue to solve problems involving mixed units of length, mass and capacity/volume • Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes • Begin to solve problems involving information presented in tables
Science	<p>Within our 'We are astronauts' topic we will consider the following:</p> <ul style="list-style-type: none"> • Record findings in various ways • Ask relevant questions when prompted • use various ways of recording, grouping and displaying evidence • suggest how findings may be tabulated • Make systematic observations, using simple equipment • use various ways of recording, grouping and displaying 	<p>Within our 'Living Things' topic we will consider the following:</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local environment. <p>Within our 'Brilliant Bubbles' topic we will consider the following:</p> <ul style="list-style-type: none"> • Develop working scientifically skills • Fair testing
Topic	<p><u>Geography:</u> During the rivers topic, children will learn to:</p> <ul style="list-style-type: none"> • make a simple scale drawing e.g. 1 sq cm = 1 sq m • make a simple sketch map of the human and physical features in his/her local area. • take photographs of the local area to help them produce a simple map. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

	<ul style="list-style-type: none"> • To create a survey to explore human or physical features in the local area. • To name and locate counties and cities of the UK, identifying key human and physical features and land use. • To understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. • To describe and understand the workings of rivers, mountains, volcanoes and earthquakes. • To describe and understand different types of settlement and land use. • To locate places on an OS map using a 4 figure grid reference • To use 4 points on a compass; North, South, East and West. • To follow a route on an OS map. • To use the key to interpret symbols and marks on an OS map for routes. 	<ul style="list-style-type: none"> • Identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world
Computing	<p>LEGO WE-DO</p> <ul style="list-style-type: none"> • he/she can design and debug programs that accomplish specific goals • he/she can design and create programs that use sequence • he/she can control physical systems • he/she can use logical reasoning to detect and correct errors in programs <p>CREATING VIDEO PRESENTATIONS</p> <ul style="list-style-type: none"> • he/she can choose from a variety of software and internet services to accomplish given goals • he/she can collect and combine information and data • he/she can design and create content to accomplish a given goal 	<p>We are software developers</p> <p>Developing a simple educational game</p> <p>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> <p>Computing PoS</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.

		<p>We are musicians</p> <p>Producing digital music</p> <p>Children will learn how to use Audacity programme to design a piece of backing music to accompany work in another medium.</p> <p>Computing PoS</p> <ul style="list-style-type: none"> • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration. • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.
Music	<p>Children will explore Gospel music:</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music • 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>Children will explore Samba music:</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music • 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"> • Running and Jumping • Achieving my Personal Best and Healthy, Active Lifestyles 	
RE	<ul style="list-style-type: none"> • What do Sikhs believe? 	