

Curriculum and Learning Journey

Year 3/4 Summer 2



Maths



Reading

The children will continue to practise their VIPERS skills.

Vocabulary: Find and explain the meaning of words in context.

Inference: Make and justify inferences using evidence from the text.

Prediction: Predict what might happen from the details given and implied.

Explain:

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Retrieve: Retrieve and record information and identify key details from fiction and non-fiction.

Summarise and Sequence Summarise the main ideas from more than one paragraph



Writing

Text Driver:

"Oliver and the Seawigs" by Philip Reeve

Outcomes: Story and Advert

Key skills taught

Story:

Punctuation:

- Exclamation marks
- Speech marks
- Commas
- Possessive apostrophes
- Apostrophes

Writing features:

- Speech (to advance action/
- characterisation)
- Contracted word forms
- Atmospheric language
- Expanded noun phrases
- Emotive language
- Fronted adverbials

Sentence types:

- Short sentences for effect
- Coordination and subordination



Advert:

Punctuation:

- Question marks
- Apostrophes
- Commas
- Exclamation marks

Writing features:

- Paragraph cohesion
- Language to persuade
- Temporal
- conjunctions Contracted word forms
- Expanded noun phrases
- Verbs
- Adverbs

Sentence types:

- Coordination and subordination

Year 3

Time

- Roman numerals to 12
- Reading time on analogue and digital clocks
- am and pm
- Calculating durations
- Solving problems with time

Shape

- Turns and angles
- Horizontal and vertical; parallel and perpendicular
- Recognising and describing 2D and 3D shapes

Statistics

- Pictograms
- Bar charts
- Two-way tables

Year 4

Shape

- Understanding, identifying, comparing and ordering angles
- Triangles and quadrilaterals
- Symmetry

Statistics

- Interpreting charts and line graphs
- Comparison, sum and difference
- Drawing line graphs

Position and Direction

- Co-ordinates
- Drawing 2D shapes on a grid
- Translation



RE

Welcoming

- Can evaluate the concept of 'welcoming' in both religious and non-religious terms?
- Do I know the key elements of Christian infant baptism?
- Do I know the key elements of a Bar / Bat Mitzvah?



Science

Electrical Systems – Simple Circuits and Switches

- Can I order the main stages of making an electrical system?
- Can I select from and use tools and equipment to cut, shape, join and finish with some accuracy?
- Can I select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities?
- Do I understand the electrical systems in my products, such as series circuits incorporating switches, bulbs and buzzers?
- Can I apply my understanding of computing to program and control my product?
- Can I use technical vocabulary relevant to electrical systems?



Games

FUN-damentals

- Can I move safely at different speeds?
- Can I 'scan' an area accurately and act upon what I see?
- Can I play games fairly and show sportsmanship to others?
- Can I move at different speeds within a game for a purpose?
- Can I explain what 'scanning' is and how it helps me in games?
- Can I explain how to be more powerful with my movements?



History

The Ancient Romans

- Can I name similarities and differences between the Ancient Romans and other civilisations?
- Can I use sources to draw conclusions about the life of Ancient Romans?
- Do I know where and when the Ancient Romans lived?
- Do I know the main achievements of the Ancient Romans?
- Do I know a range of information about the life of the Ancient Romans?



French

Dans Ma Trousse

- Can I say the vocabulary from this unit out loud, pronouncing it accurately?
- Can I answer questions about what is in a pencil case?
- Can I understand sentences written about the position of items and draw them on a picture?
- Do I know the names for a good number of pencil case items, and their gender?
- Do I know the words for a few prepositions?
- Do I know the phrase for 'There is' in French?



PSHE

Belonging to a Community

- Do I understand what is meant by challenging discrimination and stereotypes?
- Do I understand the roles and responsibilities that come with belonging to a group?
- Do I understand the value of rules and laws; rights, freedoms and responsibilities
- Can I say what shared responsibilities there are in a community?



Gymnastics

Routine Development

- Can I perform 2/4 key balances (frog balance, star side support, arabesque, elbow side support)?
- Can I safely travel in and out of a range of balances, using appropriate movements?
- Can I perform a routine with 5 balances and 5 transitions?
- Can I count myself into an out of a balance as part of a group?
- Can I explain what make a transition and balance smooth?
- Can I explain why it is helpful to count into and out of a balance?

Enrichment

- Year 4 swimming
- Rockstar Morning
- RNLI workshop
- Pond dipping
- Diving assembly
- Sports Day
- Wimbledon Day