

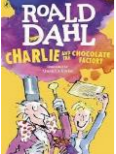

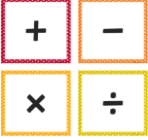












Year 3 and 4 Summer Term Curriculum 2025

	<p>Welcome to the Summer Term Curriculum Overview for Year 3 and 4. The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, see effort as the path to mastery, learn from feedback and find lessons and inspiration in the success of others. We encourage this positive attitude to learning across the curriculum. In addition, we will continue to promote our school's values: positivity, respect, integrity, determination and empathy.</p>		<p>Design and Technology (DT)</p> 	<p>Textiles In this unit, children focus on sewing a 'pouch', deciding whether it will be a purse, sunglasses case, pencil case or another design of their choice. They will learn basic sewing techniques to create their own unique pouch. Children will also develop their design and problem-solving skills, making decisions about materials and finishes to enhance their final product.</p>
<p>English</p> 	<p>We will cover a range of fiction and non-fiction writing this term, beginning with a free narrative inspired by 'The Proudest Blue' by Ibtihaj Muhammad and S.K. Ali. We will then move to writing inspired by Roald Dahl's Charlie and the Chocolate Factory where the children will write a missing chapter creating their own room and character to introduce into a traditional children's classic. There will be opportunities for the children to write their own non-chronological reports as well as persuasive pitches. Throughout the term the children will continue to learn Spelling and Grammar rules and apply these to the various genres of writing.</p>		<p>Physical Education (PE)</p> 	<p>Athletics The children will explore a variety of track and field events.</p> <p>Cricket Year 3 and 4 will develop bowling, catching, fielding and batting skills.</p> <p>Dance The children will interpret music and create movement sequences to express emotions. They will learn how to incorporate balances and perform sequences.</p>
<p>Maths</p> 	<p>Year 3 Children will consolidate their understanding of fractions, including adding and subtracting them. In measurement, they will solve problems involving length, capacity, and mass. They will also develop their understanding of time, learning about units of time and measuring to the nearest minute. In geometry, they will explore 2D and 3D shapes, identify angles and use key vocabulary such as parallel and perpendicular.</p>	<p>Year 4 Children will deepen their understanding of place value, comparing, ordering, and rounding decimals. They will explore measurement, focusing on money and time, including reading and converting between 12- and 24-hour clocks. In statistics, they will interpret and present data using bar charts and time graphs. The geometry unit will cover shapes, angles (acute and obtuse) and lines of symmetry.</p>	<p>Computing</p> 	<p>Creating Media - Audio Production Children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will reflect on the ownership of digital audio and the copyright implications of duplicating the work of others, linking to e-safety. Finally, they will work together to produce a podcast of their own, editing their work and opening and saving the audio files.</p>
<p>Science</p> 	<p>Sound The children will identify how sounds are made by associating sound with a vibrating object. They will recognise that waves from sounds can travel through different mediums to the ear. The children will explore how pitch and volume can be changed and the impact distance has on sound. There will be opportunities to identify patterns between the pitch of a sound and the object producing it; between the volume of a sound and the strength of the vibrations. Finally, the children will research key scientists that have contributed to the field of Sound and how their advancements have inspired many professions today.</p>		<p>Music</p> 	<p>Music from North India Within this unit, the children will consolidate their previous term's work on scales (Pentatonic) by being introduced to the Indian Raga. We will listen to examples of ragas, how they are linked to days, seasons and moods and the main instruments of Indian Classical Music, for example the sitar. The children will improvise using Raga Dosh and will learn to sing a piece in Bengali. They will also have the opportunity to listen to Bhangra music, explore the impact of British pop on Indian folk and learn how to dance Bhangra.</p>
<p>History</p> 	<p>Anglo Saxons This unit builds on previous learning about the Romans and Vikings, introducing the Anglo-Saxons and their place in history. Children will explore who they were, their impact on Britain and how they fit into a historical timeline. The focus will then shift to King Alfred the Great, examining his significance and lasting influence on Britain.</p>		<p>Personal Social Health Education (PSHE)</p> 	<p>Personal Safety This unit is all about the actions we can take to keep ourselves safe from different types of harm and why following rules can help to keep us all safe.</p> <p>RSE (Relationships and Sex Education) The children will learn the scientific names for different body parts. We refer to these as the words a doctor would use. We will also celebrate why our bodies are special and how we can look after ourselves, including through personal hygiene.</p>
<p>Geography</p> 	<p>Local Tourism- East Anglia/East England/East Midlands The children will learn about the location of East Anglia and investigate what might draw tourists to the region. They will research tourist attractions and different cultural features of the area, as well as considering advantages and disadvantages of East Anglia as a tourist destination. This will expand their understanding of the diversity of their own local region and allow many opportunities to use the key geographical concepts with a particular focus on place, space, environment and human processes.</p>		<p>Worldviews</p> 	<p>Who was Moses? Was he a good leader? Children learn about leadership by studying a modern leader and the life of Moses, asking if he was a good leader based on evidence from religious stories.</p> <p>Why is this celebration important to many Jewish people? Children explore Jewish festivals like Passover, Sukkot, and Shabbat, learning how they link to Moses' story and important Jewish beliefs</p>
<p>Art</p> 	<p>Anglo-Saxon Architecture The children explore drawing and sculpture skills and how it <i>feels</i> to make art. They will explore the work of architects, considering what makes buildings interesting, as well as looking at the local West Stow site as a way to explore Anglo-Saxon architecture. Finally, they will apply this building their own Anglo-Saxon inspired buildings out of a range of natural materials!</p> <p>Festival Feasts This unit will focus on developing the skill of painting, through the mediums of acrylic/poster paints. Children will explore the work of a number of artists who use food as a subject matter, taking inspiration to intertwine within their own artworks.</p>		<p>Languages</p> 	<p>Year 3 and 4 will be discovering different foods in French and then reading and telling the story of La Chenille Qui Fait des Trou – The Hungry Caterpillar.</p>
			<p>Enrichment</p> 	<p>Wednesday 21st May: The 2 Johns e-safety workshops Wednesday 4th June: Celebrating Diversity Thursday 5th June: History Time Travel afternoon Monday 9th June: Educational visit to West Stow Dates TBC: Science Week Wednesday 18th June: Sports Day</p>