

St Margaret's Collier Street School

Yearly Overview

Years 3 and 4 - Bramley

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------|---|---|--|--------|--------|--------|
| Topic | Humans | Humans | Weird and Wonderful Weather | | | |
| Enrichment | Harvest church service P.E. skills day Mindfulness | Staplehurst Manor Anti-bullying week Pantomime KS1 Nativity Stone Age Talk KS2 Mindfulness | Mindfulness Internet Safety Day | | | |
| English | <p>Traditional Stories - Jack and the Beanstalk <i>Sequencing events, story structure, review alternative versions, plan, write and edit own version.</i> <i>Capital letters, full stops, commas, question marks, exclamation marks and tension techniques.</i></p> <p>Descriptive Writing - 'Flanimals' <i>Identify descriptive techniques, improving descriptive passages, creating own 'Flanimal' and describing Adjectival clauses, expanded noun phrases, paragraphs and editing and improving</i></p> | <p>Non chronological reports <i>Fiction and non-fiction, fact and opinion, researching Stone Age animals, plan, write and edit own non-chronological report. Headings, subheadings, organising information, bullet points and sentence structure.</i></p> <p><i>The Iron Man</i> <i>Predictions, comparing first chapter to poem, effective setting, persuasive arguments, diary entry from a character. Plan, write and review an alternative ending.</i> <i>Fronted adverbials, verbs, adjectives, adverbs, similes, correct use of commas.</i></p> <p><i>Apostrophes - contraction and</i></p> | <p><i>Biblical Stories</i> Recall favourite story from the Bible, use of key vocabulary and sequencing events. Editing work for punctuation, grammar and spelling errors</p> <p><i>Newspaper reports</i> Key language and presentational features, time conjunctions, organising information into paragraphs and editing</p> <p>Apostrophes for contraction and possession</p> | | | |

| | | | | | | |
|----------------|--|---|---|--|--|--|
| | | <i>possession</i> | | | | |
| Maths | <p>Number and Place Value <i>Reading and writing numbers to 1000 and beyond 10,100 and 1000 more or less than a number</i> <i>Rounding (Yr4)</i> <i>Negative numbers (Yr4)</i> <i>Roman numerals</i> <i>Ordering and comparing numbers</i> <i>Place value</i> <i>Problem solving</i> <i>Addition and Subtraction</i> <i>Formal written method</i> <i>Add and subtract using mental methods</i></p> | <p><i>Addition and Subtraction</i> <i>Formal written method for addition and subtraction.</i> <i>Adding and subtracting measures (money, length, capacity, weight)</i> <i>Word problems</i> <i>Reasoning and journaling</i></p> <p>Multiplication and division <i>Times table facts 3, 4 and 8 (Yr3)</i> <i>All up to 12x12 (Yr4)</i> <i>Factor pairs (Yr4)</i></p> <p><i>Multiplying by 1 and 0</i></p> | <p><i>Multiplication and division</i> Count from 0 in multiples of 4, 8, 50 and 100 (Yr3) Count in multiples of 6, 7, 9, 25 and 1000 (Yr4) Use a formal written method to multiply a one digit number by a two or three digit number Factor pairs Problem solving</p> <p><i>Measurement - Length and Perimeter</i> Convert between units of measure Measure the perimeter of 2D shapes</p> | | | |
| Science | <p>Animals including Humans - Keeping healthy <i>A balanced diet, muscles and movement, skeleton and bones, planning and carrying out an investigation into health and presenting findings</i> <i>Bar graphs, tables, scatter graphs</i></p> | <p><i>Light and dark</i></p> <p><i>Light and the absence of light, reflective surfaces, mirrors, sun safety, making shadows and changing shadows.</i></p> | <p><i> Rocks</i> Comparing rocks using Venn and Carroll diagrams Fossil formation Mary Anning's contribution to palaeontology Soil formation</p> | | | |
| R.E. | <p>People of God - What is it like to follow God? <i>Story of Noah</i> <i>God's covenant with Noah</i> <i>Promises in a wedding and links to the story of Noah</i> <i>Links between the story of Noah and how we live at school</i> <i>Respect</i></p> | <p><i>Incarnation - What is the Trinity?</i> <i>Matthew chapter 3 - John the Baptist</i> <i>Paintings of the Baptism of Jesus</i> <i>Baptism service - importance of symbols and items</i> <i>Comparison of an adult and child baptism</i> <i>Own interpretation of the trinity</i></p> | <p><i>What is important for Sikh people?</i> Understanding what Sikhs believe about God Founder of Sikhism - Guru Nanak Understanding what the Khalsa is Signs used to show Sikhs faith</p> | | | |

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| | | <i>Christmas Jesse trees - importance of each image Advent - How is it celebrated?</i> | | | | |
| Computing | <i>Key Skills Opening and saving documents, manipulating text, copy and paste, text boxes and internet searching Reviewing a website</i> | <i>Key Skills Touch typing - typing with increased speed, accuracy and confidence Creating a power point Formatting images</i> | <i>Key Skills Internet searching PowerPoint presentation - manipulating text and images and custom animating slides</i> | | | |
| History | <i>Stone Age to Iron Age Timeline of events Archaeological evidence - looking at artefacts Stonehenge</i> | <i>Stone Age to Iron Age Comparison between Stone Age and modern day Bronze Age timeline Amesbury Archer - burials Bronze Age housing Iron Age - hill forts and clothing</i> | <i>History of weather forecasting</i> | | | |
| Geography | | <i>Geography of the land and position of settlements - hill forts</i> | <i>Weather symbols and weather forecasting Compass points Flooding and drought Mapping high risk flood areas and identify similarities in area</i> | | | |
| Art | <i>Self portraits - facial proportions and position of facial features Stonehenge - paint mixing and silhouettes</i> | <i>Cave Paintings Pottery Shadows</i> | <i>Van Gogh's 'Landscape in Stormy Weather' and 'Starry Night'</i> | | | |
| Design Technology | <i>Healthy eating - Snack bars Reviewing existing products, cooking skills, costing and packaging Cost of bar and nets of cubes and cuboids</i> | <i>Iron Age cooking</i> | <i>All weather shelters - review a range of existing shelters and materials, design and make a shelter, test and review, suggesting ways to improve if necessary</i> | | | |
| Physical Education | <i>Basketball Throwing, dribbling,</i> | <i>Netball Use of space, marking</i> | <i>Gymnastics</i> | | | |

| | | | | | | |
|--|--|---|--|-------|-------|-------|
| | <i>attacking and defence.</i> Swimming | and game tactics Swimming | Swimming | | | |
| Personal, Social & Health Education | <i>Ourselves and Others</i> <i>School rules and procedures, peer pressure, diversity, individual liberty and resilience</i> | <i>Friendship</i> <i>Anti Bullying week</i> <i>Thankfulness</i> | <i>Stay Safe</i> <i>Online safety and who can help us stay safe</i> <i>Internet Safety Day</i> | | | |
| Modern Foreign Languages | <i>Greetings</i> <i>Human body</i> | <i>My family</i> <i>Christmas</i> | <i>Weather</i> | | | |
| Music | Flute | Flute | Flute | Flute | Flute | Flute |

Please note: Guided reading sessions, spellings and mental maths tasks take place throughout the year. Speaking and listening sessions occur in range of contexts across the curriculum.