




Bournmoor Primary School Year 3 & 4 Curriculum Grid

2024-2025 (Cycle A)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Spoken Language Handwriting Phonics Reading (Individual/Guided, word reading and comprehension) VGP Spelling Composition Writing Class Novels		Spoken Language Handwriting Phonics Reading (Individual/Guided, word reading and comprehension) VGP Spelling Composition Writing Class Novels		Spoken Language Handwriting Phonics Reading (Individual/Guided, word reading and comprehension) VGP Spelling Composition Writing Class Novels	
<b>Maths Y3</b>	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Area Mass and capacity Fractions Decimals		Decimals Money Time Statistics Shape Position and direction	
<b>Maths Y4</b>	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Area Mass and capacity Fractions Decimals		Decimals Money Time Statistics Shape Position and direction	
<b>Science</b>	States of Matter Solids, liquids and gas (including the water cycle)		Animals including humans (teeth and digestive system)	Living things and their habitat	Electricity	Sound vibrations
<b>Art and Design</b>	Watercolours  Pupils will use watercolours to try and create detailed and intricate paintings. Focus artist: Claude Monet		Collages  Pupils will investigate and make fabric collages. Focus artist: Vincent Van Gogh		Modroc  Pupils will research, design and make their own sculptures using Modroc. Focus artist: Emily Panizzi	

<b>Computing</b>	Computer Science Digital Literacy Information Technology		Computer Science Digital Literacy Information Technology		Computer Science Digital Literacy Information Technology	
<b>Design and Technology</b>	Structures Shell structures (including computer aided design) Make a money box		Food Healthy and varied diet (including cooking and nutrition requirements for KS2) Make sandwiches		Textiles 2-D shape to 3-D shape product Make a pencil case	
<b>Geography</b>	Passport to the North East Region  <u>Locational knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom		Passport to Europe Physical geography focusing on Iceland, Germany and Greece  <u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  <u>Human and physical geography</u> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes		Where should we go on holiday? Compare the North East to Italy  Pupils will compare an area in the UK, Europe. They will compare human and physical features, populations, tourism and land use.  <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country	
<b>History</b>	How did the Greek's achievements influence the Western World?		What was the impact of the Roman Empire on Britain?			
<b>French (MFL)</b>	<b>Getting to know you</b> Greetings- hello, goodbye Exchange names Ask how someone is Count to 10 Say your age	<b>All about me</b> Classroom instructions Parts of the body Colours Clothes	<b>Food glorious food</b> Names of food Likes and dislikes Describe an object Ask and respond politely Use plural nouns	<b>Family and friends</b> Family members Pets Alphabet Rooms in the home	<b>Our school</b> Objects in the classroom Objects in a pencil case School subjects Around school Express preferences	<b>Time</b> Counting 11-31 Days of the week Months of the year Birthdays Dates Yesterday, today, tomorrow

<p><b>Music</b></p>	<p><b>Mamma Mia</b> <b>Style:</b> ABBA</p> <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p>	<p><b>Glockenspiel stage 2</b> <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p> <p>This Unit of Work introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p><b>Stop!</b> <b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>This Unit of Work is focused around one song: Stop! - a rap/song about bullying. Children learn about the interrelated dimensions of music through games, singing and composing.</p>	<p><b>Lean on me</b> <b>Style:</b> Soul/Gospel</p> <p>This Unit of Work. is focused around one song: Lean on Me by Bill Withers. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p><b>Blackbird</b></p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p>	<p><b>Reflect, rewind, replay Y4</b> <b>Style:</b> Western Classical Music</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p><b>PE</b></p>	<p>OAA and SAQ Netball</p>		<p>Gymnastics Swimming</p>		<p>Cricket Athletics</p>	
<p><b>PSHE</b></p>	<p>Being Me in My World</p> <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Celebrating Difference</p> <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Dreams and Goals</p> <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthy Me</p> <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Relationships</p> <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Changing Me</p> <p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>

<b>RE</b>	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus	Why is Lent such an important period for Christians?	How and why do people show care for others?
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