



Hawthorn Class  
Year 3/4  
Mrs Williams and  
Miss Doherty  
Curriculum Information

### Science

#### Year 3:

- Plants: Plant Reproduction
- Making Connections: Does hand span affect grip strength?

#### Year 4:

- Living Things: Classification and Changing Habitats
- Making Connections: How does the flow of liquids compare?

Both year groups will develop their scientific enquiry skills by:

- Making systematic and careful observations
- Understand the factors of a fair test
- Gather, record, classifying and present data
- Record findings using simple scientific language, drawings and labelled diagrams
- Use straightforward scientific evidence to answer questions or to support their findings

### Maths

#### Year 4:

#### Year 3:

- |                        |                          |
|------------------------|--------------------------|
| - Fractions            | - Decimals B             |
| - Money                | - Money,                 |
| - Time                 | - Time                   |
| - Shape and Statistics | - Shape                  |
|                        | - Statistics             |
|                        | - Position and Direction |

Within these units, pupils will get the opportunity to explore problem solving and reasoning questions.

## This term's topics are:

# Ancient Egyptians and The Shang Dynasty



### Physical Education:

Summer 1: Cricket and Athletics

Summer 2: Swimming and Athletics

### Music:

Summer 1: Ballads

Summer 2: Haiku, music and performance (Theme: Hanami Festival)

### English:

#### **Books**

Summer 1: Marcy and The Riddle of the Sphinx- Joe Todd Stanton and A Mummy Ate My Homework- Thiago de Moraes

Summer 2: The Willow Pattern Story- Allan Drummond and Tales from China- Cyril Brich

#### **Writing Genres**

Summer 1: Narrative, Explanation and Beginners Guide to Mummification

Summer 2: Narrative and Poetry

#### **Big Write**

Every 2/3 weeks at the end of a unit, pupils will complete and extended write

#### **Guided Reading:**

Each child will receive regular guided reading sessions a week, where the focus will be on vocabulary, inference, prediction, explanations, retrieval and summarising.

#### **Grammar and Punctuation**

#### Year 3

Conjunctions, Adverbs and prepositions

#### Year 4

Expanded noun phrases, fronted adverbials



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**History/ Geography (Topic)**

**Summer 1- Ancient Egyptians**

- To know where Egypt is on a world map
- To know the continent Egypt is located in
- To know the River Nile runs through Egypt
- To know that the capital is Cairo
- To find out other key facts about Egypt today (e.g., currency, food, population etc)
- To compare life in Ancient Britain and Ancient Egypt
- Understand that everyday life was like

**Summer 2- Shang Dynasty**

- To know where China is on the World Map
- To know where the continent China is located
- To know Yangtze and Yellow Rivers and that the capital is Beijing
- To find out key facts about China today (e.g., currency, food, population etc)
- To understand what everyday life was like

**RE**

**Summer 1:** Why is the Bible the best- selling book of all time?

**Summer 2:** Does the language of scripture come from?

**Spanish**

**Summer 1:** Where do you live in Spain?

**Summer 2:** Journey around Latin America

**This term's topics are:**

**Ancient Egyptians and The  
Shang Dynasty**



**Design and Technology**

**Summer 1:** Mechanical Systems – Mechanical Cars

Children will be:

- Describing key improvements in the history of the automobile
- Creating three different types of mechanical car
- Measuring and comparing distance travelled by different mechanical cars
- Drawing exploded diagrams of cars
- Designing their own mechanical car after market research
- Assessing their success against design criteria

**PSHE**

**Summer 1:** Personal Safety

- How do I recognise my own feelings and communicate them to others?

-What qualities do trusted adults and trusted friends have and Who is on my network of support and how can I ask them for help? My Sixth Sense

-What could I do if I feel worried about a friendship or family relationship?

- What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?

-How can I decide if a secret is safe or unsafe?

-How can I keep safe online?

**Summer 2:** Managing Change

-What changes have I and my peers already experienced and what might happen in the future?

-What helps me when I'm experiencing strong emotions due to loss or change?

-What strategies help me to thrive when my friendships change?

-How might I behave when I feel strong emotions linked to loss and change?

**Computing**

**Summer 1:** Online Safety (Understanding methods used to persuade online, explaining the difference between fact, opinion and belief and explaining the positive and negative distractions of using technology.)

**Summer 2:** Programming- Scratch (Storytelling, planning and evaluating)