



Oak Class

Teaching & Learning Curriculum

(Cycle A)

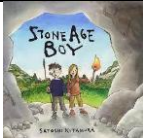
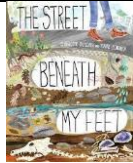
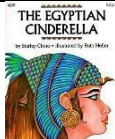
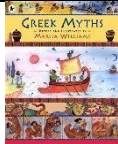
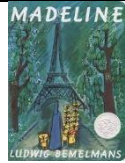
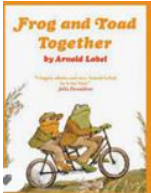
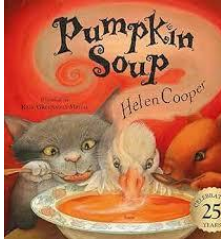
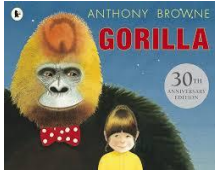


“Let your words teach and your actions speak.”



Our Curriculum Drivers:	<i>“Let your words teach and your actions speak.”</i>
<u>Faith and Spirituality</u> This helps to show our children how the faith we have impacts upon our lives. We aim to develop a strong connection with God through prayer and reflection and allow the children to demonstrate this in a variety of ways. We value the beliefs of others and understand how they have an impact upon the community we live in.	
<u>Knowledge and Experiences</u> This helps our pupils to build knowledge and know available possibilities for their future lives. We allow children to explore and experience the world around them and make positive decisions which may impact their future lives.	
<u>Resilience</u> Throughout each year group we want to create independent and resilient learners who develop their own resilience to problem solve and find creative solutions to complex problems. They will be able to apply a range of skills to a variety of contexts.	



C3 (Year 3 and Year 4) Yearly overview- CYCLE B		Autumn (B)		Spring (B)		Summer (B)	
Subject Area							
Key Texts		 		 		 	
Maths	Y2	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction Consolidation	
	Y3	Place Value Addition and Subtraction Multiplication and Division A		Multiplication and Division B Length, Perimeter and Area Fractions A Mass and Capacity		Fractions B Money Time Shape Statistics	
Guided Reading		RWI Comprehension	Frog and Toad Together	Pumpkin Soup	Gorilla	Fantastic Mr Fox	
Lexical measure- 400-700+			 450L	 610L	 520L	 600L	
Writing	Fiction		Diary Recounts	Character Description	Setting description	Poetry	Narrative
	Non-Fiction	Instructions	Non-Chronological report	Instructions	Non-Chronological Reports	Letters	Explanation



SPAG	Y2	-use capital letters for names of people, places, days of the week -capital letter for personal pronoun 'I' -Use punctuation marks . B ? ! to punctuate sentences. -combine words to make sentences -use the conjunction 'and' to join words and clauses -Use punctuation marks . B ? ! to punctuate sentences. -use commas for lists	-use expanded noun phrases to describe and specify e.g. blue butterfly, plain flour, the man on the moon. -use conjunctions of coordination- or, and, but. -use conjunctions of subordination- when,if that, because -grammar patterns signify a question -grammar questions signify a command.	- use past and present tense consistently in writing -apostrophes to mark missing letters -apostrophes to mark singular possession (the girl's coat) -grammar patterns show a exclamation -grammar patterns indicate a statement	-use past and present tense in progressive form -using -ly to turn adjectives into adverbs -suffixes using -nes and -er -suffixes by compounding (superman, whiteboard) -forming adjectives using suffixes -ful and -less	- suffixes -er and -est in adjectives Consolidation of Y1 and Y2	Consolidation of Y1 and Y2
	Y3	-use expanded noun phrases to describe and specify -Use .B ! ? accurately to punctate sentences. -grammar patterns indicate a question -grammar patterns indicate a command -grammar patterns indicate a statement -grammar patterns indicate an exclamation -past and present tense -commas for lists -use conjunctions of time and cause using	-determiners (a or an) -use conjunctions if, when, because and although to extend sentences -apostrophes for missing letters and singular possession in nouns	-use adverbs for time and cause -use adverbs of time, place and cause (Next, then, soon and therefore) -Use prepositions to express time and cause - Propositions of time, place and cause (before, after, during, in, because of)	-use inverted commas to punctuate direct speech -use present perfect form of verbs instead of simple past tense	-types of nouns -using paragraphs -using headings and subheadings to aid presentation	-word families based on common words -nouns using a range of prefixes super- auto- anti-



		before, when, after, while, so and because.					
R.E. (Source to Summit: Lighting the Path)		Creation and Covenant Prophecy and Promise		Galilee to Jerusalem Desert to Garden		To the Ends of the Earth Dialogue and Encounter	
Other Faiths		Hinduism		Judaism		Islam	
Science		Uses of Everyday Materials (Chemistry)	Living Things and their Habitats (Biology)	Living Things and their Habitats- Habitats around the world (Biology)	Animals including humans 1- Growth (Biology)	Animals including humans 2- Life Cycles (Biology)	Plants (Biology)
History		Changes from Stone Age to Iron Age Big Question: How has Britain changed from Stone Age to Iron Age?		Ancient Egyptians Big Question: What was it like to live by the banks of the River Nile in Ancient Egypt?		Ancient Greece- Life and Culture including the impact on our lives Big Question: How have the Ancient Greeks had an influence and impacted our lives?	
Geography		Regional Study- West Yorkshire - Human features - Physical features - Map skills-4 figure grid reference (Y3) - Compass skills - Diversity/ population Big Question: <i>What makes West Yorkshire great?</i>		River Study- The River Aire - Source to Leeds - Human features-Land use around and on the river - Physical features - River vocabulary - Fieldwork - Comparison with other Major Rivers (Nile, Amazon, Danube, Murray) Big Question: <i>How does a river change from source to mouth?</i>		European Study- Continent of Europe - Location - Physical features - Human Features - Human processes - Diversity Big Question: <i>Why is Europe so special?</i>	



Art	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance. 		<u>Working with Shape and Colour</u> "Painting with Scissors": Collage and stencil in response to looking at artwork. 		<u>Telling Stories Through Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. 	
Design technology	Structures Shell structures using computer aided design		Food Healthy and varied diet (including cooking and nutrition requirements for KS2)		Textiles 2D shape to 3D product	
Music	Leeds Diocesan Singing Programme		Leeds Diocesan Singing Programme		Leeds Diocesan Singing Programme	
Computing	<u>Information Technology</u> Unit 3.7- Touch Typing <u>Digital Literacy</u> Unit 3.1- Email <u>Computer Science</u> Unit 3.2- Route Planners		<u>Information Technology</u> Unit 3.4- Spreadsheets <u>Computer Science</u> Unit 3.5- Coding		<u>Information Technology</u> Unit 3.6- Presentations <u>Digital Literacy</u> Unit 3.3- Branching Databases	
PSHCE (Y3)	My Healthy Self: How can I take care of my mind and body?	Connecting with Others: What helps us feel safe and included?	The Online World: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health Protection: How can we prevent illness and injury and respond is they happen?	Citizenship: What careers do people choose and why?



RSE (Journey in Love)			How we all grow and develop in diverse communities that are God-given. (Y2) Give reasons for how we grow in love, caring and happy friendships where we are secure and safe (Y3)
PE (Y2)	Team Building and Fundamentals Fitness and Dance	Gymnastics and Yoga Ball Skills and Target Games	Sending and receiving and striking and fielding Athletics and Invasion
French (Y3)	French greetings with puppets French adjectives of colour, size and shape	French playground games- numbers and age In a French classroom	French transport A circle of life in French