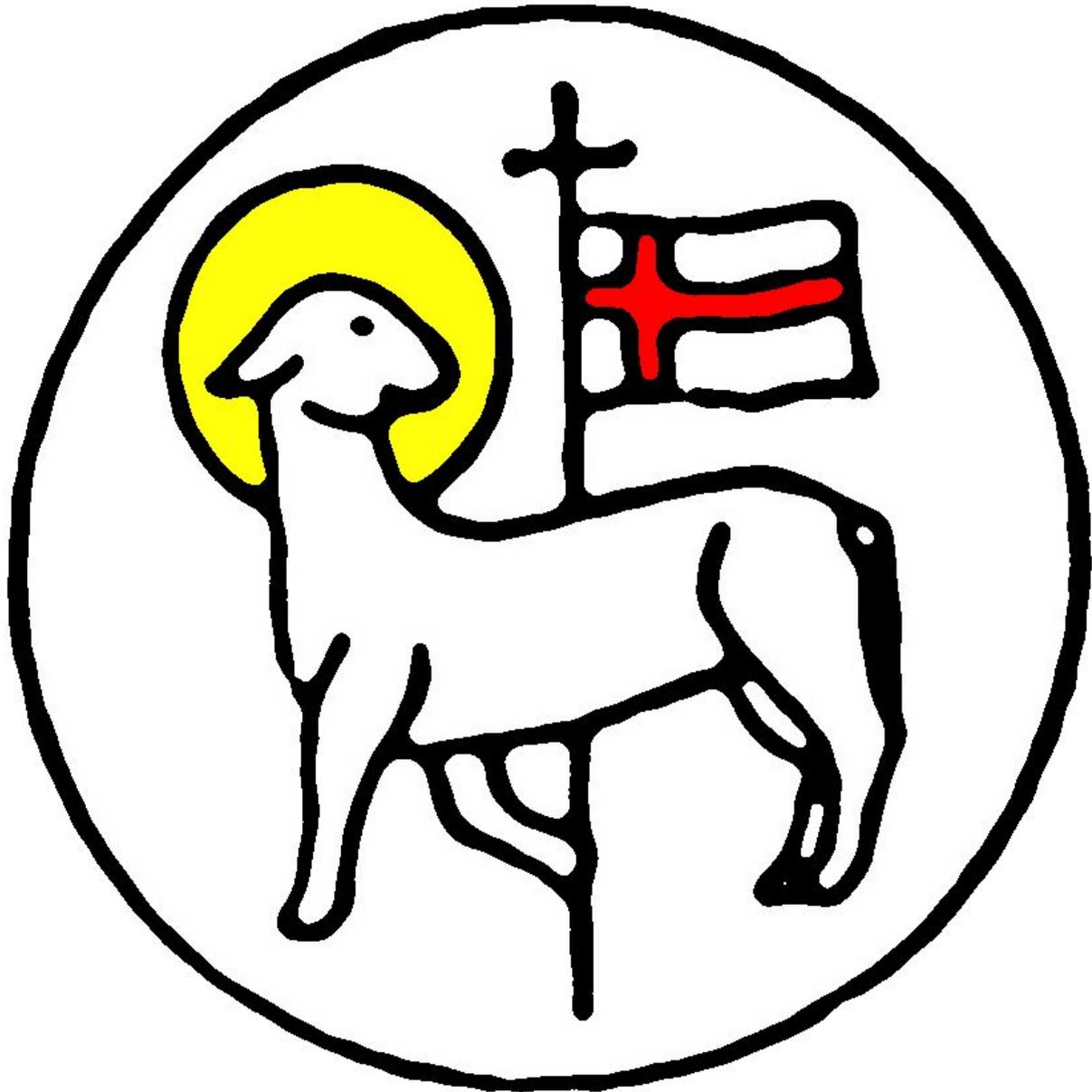


Kidmore End CE School



Year Three/Four Curriculum Overview

Year 3/4 Curriculum Overview

During Years 3 and 4, children are developing their ability to reflect on their learning to become independent. All our lessons are taught in class groups, with a daily lesson in English and Maths. Many of these lessons use a 'challenge choice model' with teacher focus groups to ensure children are both challenged in their learning and supported where necessary.

For Science, History and Geography we take a thematic approach using Learning Challenges allowing us to focus on a single topic, sometimes over a number of lessons each week. Other subjects such as Art and DT are linked to this topic. When appropriate, English and Maths lessons may also link.

The topics we will be teaching each year are shown here:

	Year Three	Year Four
Autumn	Stone Age to Roman Britain	It's all Greek to me!
Spring	Why is the Earth Angry?	A Tudor Tale
Summer	An Oxford Story	Why is the Thames so important?

This booklet sets out the key objectives and characteristics of effective learning we aim to cover during the two years your child will be in our classes.

If you have further queries about the Year Three and Four curriculum, please contact your child's class teacher. You can also find further information on the school website, both on the class pages and under School Life/Curriculum.

Characteristics of Effective Learning

Finding out and exploring	Playing with what I know	Being willing to have a go
I am curious about objects, events and people	I pretend with objects	I initiate activities
I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'

Playing and Exploring – Engagement

Active Learning – Motivation

Being involved and concentrating	Keep on trying	Enjoy achieving what I set out to do
I can focus on an activity for a period of time	I keep on trying when something is challenging	When I meet a goal I am satisfied
I find some things fascinating	If something is difficult I try harder and try different approaches	I am proud of how I do things (not just the end result)
I am not easily distracted	I bounce back after activities	I enjoy challenge for my own sake, not just for praise and rewards.
I pay attention to details		

Creating and Thinking Critically – Thinking

Having my own ideas	Making links	Choosing ways to do things
I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
I find ways to solve problems	I make predictions	I think about how well my activity is going
I think of new ways to do things	I test my ideas to see if they were correct or not	I change how I do things sometimes

	I think about grouping, sequencing and cause and effect	I think about how well my approach worked
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Year 3 and 4 Reading Key Objectives

1	I can read further exception words including words that do not follow spelling patterns
2	I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work
3	I can tell you what a book I am reading is about
4	I can work out what a character in a book is feeling by the actions they take and can explain how I know
5	I can predict what might happen from clues in what I have read
6	I can use non-fiction texts to find out information on a subject

1	I can use my understanding of root words, prefixes and suffixes to help me understand the meaning of new words
2	I can read and decode further exception words accurately, including words that do not follow spelling patterns
3	I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
4	I can use a dictionary to check the meaning of words
5	I can check what I have read, and that I have understood it, by telling someone else what has happened
6	I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this
7	I can predict what will happen in a text, using details I have already read to help me
8	I can summarise what has happened in a text, using themes from paragraphs to help me
9	I can find and record information from non-fiction texts over a wide range of subjects

Year 3 and 4 Writing Key Objectives

1	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know
2	I can draft and write descriptive work that creates settings, characters and plots
3	I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed
4	I can understand when to use 'a' or 'an' in front of a word
5	I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of
6	I can use headings and sub-headings
7	I can use the present perfect form of verbs e.g. 'He has gone out to play' contrasted with 'He went out to play'
8	I can use speech marks correctly

1	I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
2	I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience
3	I can proof-read my writing for spelling and use of punctuation
4	I can use the correct form of the verb inflection e.g. 'we were' instead of 'we was'
5	I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news
6	I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated
7	I can use inverted commas and other punctuation to indicate direct speech, e.g. The conductor shouted, 'Sit down!'

Year 3 and 4 Maths Key Objectives

1	I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number
2	I can recognise the place value of each digit of a number with hundreds, tens and units
3	I can solve number and word problems
4	I can add and subtract numbers in my head, including a three digit number and ones, tens or hundreds
5	I can recall and use multiplication and division facts for the 3, 4 and 8 times tables
6	I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers
7	I can count up and down in tenths, and know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10
8	I can write and find fractions for a set of data and can recognise fractions with small denominators
9	I can identify and show equivalent fractions
10	I can measure, compare, add and subtract lengths, mass, volume and capacity.
11	I can add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes
12	I can tell the time on a clock face. I can use 12 and 24 hour clocks
13	I can spot right angles. I know that two right angles make a half turn and four make a full turn. I can spot when angles are greater or less than a right angle
14	I can interpret and present data using bar charts, pictograms and tables

1	I can count in multiples of 6, 7, 9, 25 and 1000
2	I can count backwards through 0 to include negative numbers
3	I can order and compare numbers beyond 1000
4	I can round numbers to the nearest 10, 100 or 1000
5	I can solve two step addition and subtraction problems, using different methods, and explain why I used them
6	I can recall times tables facts up to 12x12
7	I can recognise and show, using diagrams, families of common equivalent fractions

8	I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten
9	I can round decimals using tenths to the nearest whole number
10	I can solve simple money and measures problems involving fractions and decimals up to two decimal places
11	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
12	I can identify lines of symmetry in 2D shapes presented in different orientations
13	I can plot points I am given and draw sides to complete a given polygon
14	I can convert different units of measurement e.g. kilometres into metres or hours into minutes
15	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs