

**Junior School Curriculum Overview - Summer Term 2025**

|  | **Year 3** | **Year 4** |
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| **English** | * SPaG * Handwriting * Weekly spellings * Reading * Reading Comprehensions * Handwriting * Narrative * Poetry * Letter to inform * Persuasive pitch * Poster * Advertisement | * SPaG * Reading * Reading comprehensions * Handwriting * Weekly spellings * The Explorer class text * Scene setting * Letters * Narrative Poetry * Persuasive writing |
| **Mathematics** | * Times Tables * Investigations * Fractions * Money * Time * Shape * Turns and Angles * Statistics | * Times tables * Money (decimals) * Time * Statistics * Shape- quadrilaterals, triangles, acute and obtuse angles, symmetry * Position and direction |
| **Science** | **Plants and habitats**   * Conditions needed for plant growth * Different habitats, food chain and food webs * Importance of insects such as bees | **Materials and their Properties**   * Investigations on the properties of different materials   **Sound**   * Sound * Role of human ear * How sound travels and vibrations * Musical instruments |
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| **Humanities** | * History - The Celts   + Using primary artefacts to find clues about Celtic life   + Ordering historical events chronologically   + Roundhouses   + Hill forts   + Roles within a Celtic settlement   + The life of Boudicca   + Celtic clothing and weaving   + Celtic food and drink   + Trip to Celtic Harmony * Geography – The production of chocolate   + How cocoa trees grow   + Pod to Product   + Fairtrade   + Life of a farmer * Geography - Weather   + Making a weather station to investigate daily weather   + Comparing weather in other countries | **History - The Vikings**   * Who were the Vikings * Viking Voyages and longships * Why the Vikings came to Britain * Viking warriors * Attack at Lindisfarne * Alfred the Great * The Danelaw * Viking Day (during activity week)   **Geography - Rainforest**   * Climate zones around the world * Tropical rainforests * Different layers of the rainforest * South America * Amazonian Rainforest * ‘Biome in a box’ project |
| **Religious Education** | Rites of Passage  Looking at examples from different religions for   * Birth * Commitments * Marriage * Choosing your own milestones   Research Project  Children can choose from one of the areas below to research within one or more different religions.   * Which special days are celebrated? * How do we show kindness to others? * Which stories are most important? | * Parables of Jesus * Judaism |
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| **PSHE** | **Money Matters:**  This unit encourages children to think about where money comes from, how it can be used and how to save. How we spend money, why people might need to borrow money and the consequences of this. We will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending.  **Growing up:**  This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and bodies, keeping their bodies safe and sharing their feelings in response to life experiences. | **Safety First:**  Children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes, vaping and alcohol. Children will also learn some basic first aid.  It**’s My Body:**  Children learn about looking after their bodies, sleep and exercise, diet, cleanliness, safer choices and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. |
| **Computing** | * Using the Web for Research * Scratch Programming | * Manipulating Graphics * Advanced Word Processing |
| **Physical Education** | In P.E. we will be covering the following:  1st half term - Athletics  2nd half term - Outdoor Adventurous Activities  In Games we will be covering the following:  Cricket | In P.E. we will be covering the following:  1st half term - Athletics  2nd half term - Outdoor Adventurous Activities  In Games we will be covering the following:  Cricket |
| **Swimming** | * Water confidence * Aquatic skills to develop their swimming technique in all 4 strokes. * Submersion * Floatation. * Water safety skills * Rotation * Sculling * Entry skills. * Endurance and swimming for speed. * Gala practice | * Water confidence * Aquatic skills to develop their swimming technique in all 4 strokes. * Submersion * Floatation. * Water safety skills * Rotation * Sculling * Jumping/Diving * Distance and speed swimming * Gala practice |



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| **French** | * Describing a monster * Body parts * Adjectives – colours and personality * Name and age | * Food * Opinions * Adjectives |
| **Spanish** | * Colours * Pets * Likes and dislikes * La Tomatina Festival | * Wild animals * Adjectives – colours to describe animals and personality * Opinions – like / dislike / love / I am mad about because + adjective |
| **Art** | * Designing, producing and evaluating chocolate bar packaging * Celtic Art - Celtic patterns and lettering using watercolours * Celtic Weaving - experimenting with design and texture * Learning about and creating art inspired to Wassily Kandinsky | * Looking at artist Georgia O’Keefe * Flowers with pastels * Painting with acrylic paint and Sgraffito |
| **Music** | * Rhythm and pulse * Introduction to body percussion through rhythm games & singing. * Listening and composition work using body percussion. * Rap Music – learning about the history of rap music, features of rap songs, and composing their own rap songs in small groups and pairs. | * Popular Music of the 20th & 21st Centuries – learning about some of the famous bands & musicians throughout these years. Learning to sing and perform some of their most famous songs. * Animal Crackers – An introduction to descriptive and programme music, looking at some of the music of Saint-Saens and Prokofiev. |