

## Year 3/4, Curriculum Information - Summer 2025

Welcome back to school! The following gives some information about the learning taking place this term.

### Emperors and Empires



In the Emperors and Empires project, your child will learn about the growth and decline of the Roman Republic and the Roman Empire. They will discover the absolute power of the Roman emperors and study the hierarchies of Roman society and the Roman army. They will study the first invasions of Britain in 55 and 54 BC and the Roman conquest of Britain in AD 43. They will learn about Boudicca's rebellion, Hadrian's wall and the Romanisation of Britain, including how Christianity came to Britain and investigate the legacy of Roman Britain in their local area.

### English

Narrative: Myths - Defeating the monster tale with a focus on style, varying sentence, vocab and speech.

Non-fiction: biographies, persuasive Letters and a diary entry recount based on narrative Poetry.

Class book- Roman Tales: The Goose Guards – Terry Deary. This is a tale based on one of the most famous of all Roman legends, full of Terry Deary's dark humour and dry wit.

### Maths

**Year 3** - Block 1: Number – Fractions; Block 2: Measurement – Money; Block 3: Measurement – Time; Block 4: Geometry – Shape; Block 5 – Statistics

**Year 4** - Block 1: Number – Decimals; Block 2: Measurement – Money; Block 3: Measurement – Time; Block 4: Geometry – Shape; Block 5: Statistics; Block 6: Geometry – Position and direction

### Beautiful Botanicals

This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.



### Greenhouse



This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.

### Mosaic Masters

This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.



### Plant Nutrition and Reproduction

In the Plant Nutrition and Reproduction project, your child will learn to link plant structure to function and identify plant parts associated with water transport and reproduction. They will build on prior learning, naming and describing the function of different parts of flowering plants, including the roots, stems, leaves and flowers. Your child will observe fibrous roots and taproots and investigate how water and nutrients are transported in plants. Your child will create the life cycle of a flowering plant and learn the parts and functions of flower parts. They will ask scientific questions about pollination and research to find the answers. They will learn about seed formation and dispersal and identify how the structure of seeds aid dispersal.



## Light and Shadows



In the Light and Shadows project, your child will learn that light is a form of energy essential to life on Earth. They will learn that dark is the absence of light and that the Sun is Earth's main source of light and heat. They will identify light sources and reflectors and discuss their differences. They will investigate materials to discover which are reflective and which are non-reflective. They will use their results to identify the qualities of reflective and non-reflective materials and discuss the need for reflective materials in everyday life. They will learn the importance of staying safe in the Sun and investigate sun creams. They will learn about shadows and how they change shape when a light source moves. They will investigate whether transparent, translucent and opaque materials cast shadows and discuss their uses. They will ask scientific questions about light, reflectors and shadows and research to find the answers. They will complete their learning by investigating how shadows change during the day.

## Music

### Summer 1: **Enjoying Improvisation**

Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?

### Summer 2: **Opening Night**

Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!

## Computing

Summer 1: Programming- Further coding with Scratch + Online Safety

Summer 2: Programming Computational Thinking + Online Safety

## RE

Summer 1: What does it mean to be a Hindu in Britain today?

Summer 2: What does it mean to be a Humanist in Britain today?

## PSHE

Summer 1: Economic Wellbeing

Summer 2: Transition

## French

Summer 1: **Bon appétit** Counting in French up to thirty-one, expressing opinion about different foods, asking to buy produce. Understanding that French nouns have articles and recognising their plural form.

Summer 2: **Shopping for French food** Counting in French up to sixty, writing and performing an original version of a familiar story. Recognising key phonemes in written form and choosing the correct article according to the gender of a French noun.

## PE

Summer 1: Cricket, Outdoor and Adventurous Activities

Summer 2: Athletics, Rounders

**P.E days in Y3/4 are as follows:**

### Summer 1

SW/HC- Wednesday and Thursday

PH- Wednesday and Friday (swimming)

LH- Tuesday and Thursday

### **Summer 2**

SW/HC- Wednesday and Thursday

PH- Monday and Tuesday

LH- Wednesday and Friday (swimming)

Please wear P.E. kits to school on the days that your class has their P.E lessons. P.E kits should consist of a white t-shirt, black/navy shorts and trainers. On colder days, your child may wear a matching black/navy tracksuit or black/navy joggers or leggings with a school jumper. Any child with long hair must have it tied back on P.E days. Earrings must be removed at home on P.E days.

Thank you for your continued support. If you have any queries or questions, please do not hesitate to come and ask.