

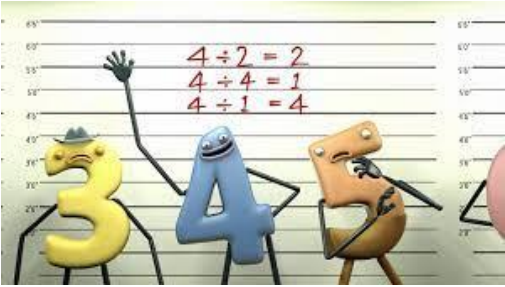




<p style="text-align: center;"><b>Science</b></p> <p><b>As Scientists, we will know how to .....</b></p> <p>I know how sounds are made, associating some of them with something vibrating.</p> <p>I know that sounds get fainter the further they are from the source.</p> <p>I know that vibrations from sounds travel through a medium to the ear.</p> <p>I know the volume of a sound can be changed.</p> <p>I know how to investigate that some materials reflect sound and some absorb sound.</p> <p>I know how to find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I know how to find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>As spiritual individuals we will:</b></p> <p>Learn about Salvation: Why do Christians call the day Jesus died 'Good Friday'?</p> <p style="text-align: center;"><b>English</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center;">Writing</th> <th style="width: 45%; text-align: center;">Grammar and punctuation</th> <th style="width: 30%; text-align: center;">Reading</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>We will write:</p> <p>Write a set of instructions.</p> <p>Write a recount letter.</p> </td> <td style="vertical-align: top;"> <p>We will be learning....</p> <p>How to use full stops, capital letters, commas, questions marks, inverted commas for speech and exclamation marks in our sentences.</p> <p>To use the correct determiners.</p> <p>To use the correct perfect present, past or future tense.</p> <p>Learn to edit and redraft my own writing independently. To organise my thoughts and ideas into paragraphs.</p> </td> <td style="vertical-align: top;"> <p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Kensuke's Kingdom is the story of a boy, who is taken by his family on a round-the-world sailing trip. When a storm strikes, he and his beloved dog Stella are washed overboard and end up on a remote island in the Pacific where they struggle to survive.</p> </td> </tr> </tbody> </table> <p style="text-align: center;"><b>St. Matthew's CE (Aided) Primary School and Nursery Centre</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">  <p style="text-align: center;"><b>Half-termly Curriculum Map</b> Summer 1 2026 – St Sophia (Y3/4)</p>  </div>		Writing	Grammar and punctuation	Reading	<p>We will write:</p> <p>Write a set of instructions.</p> <p>Write a recount letter.</p>	<p>We will be learning....</p> <p>How to use full stops, capital letters, commas, questions marks, inverted commas for speech and exclamation marks in our sentences.</p> <p>To use the correct determiners.</p> <p>To use the correct perfect present, past or future tense.</p> <p>Learn to edit and redraft my own writing independently. To organise my thoughts and ideas into paragraphs.</p>	<p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Kensuke's Kingdom is the story of a boy, who is taken by his family on a round-the-world sailing trip. When a storm strikes, he and his beloved dog Stella are washed overboard and end up on a remote island in the Pacific where they struggle to survive.</p>	<p style="text-align: center;"><b>Maths</b></p> <p><b>As mathematicians, we will:</b></p> <ul style="list-style-type: none"> <li>Revisit place value</li> <li>Recognise adding and subtracting fractions</li> <li>Use unit and non-unit fractions to find fractions of an amount.</li> <li>Identify decimals and fractions as tenths and hundredths</li> </ul> 
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<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>As artists we will....</b></p> <p>The pathway begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience.</p> <p>Children then further develop drawing skills by drawing from still imagery and from life,</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>As musicians we will...</b></p> <p><b>As musicians we will...</b></p> <p>Exploring the unit – This Little Light of Mine.</p> 	<p style="text-align: center;"><b>Computing</b></p> <p>As computing scientists we will:</p> <ul style="list-style-type: none"> <li>Create and design digital content</li> <li>Insert and manipulate images</li> <li>Use text boxes and formatting</li> <li>Create multiple slides</li> <li>Add transitions or simple animations</li> </ul>	<p style="text-align: center;"><b>Spanish - Tell me when</b></p> <ul style="list-style-type: none"> <li>say and order the days of the week;</li> <li>say and order the months of the year; <ul style="list-style-type: none"> <li>count up to 31;</li> <li>say their own birthday.</li> </ul> </li> </ul> 						

## History

I will know...

- What everyday life was like during the Bronze and Iron Age.
- New bronze technologies changed the ways that people lived, farmed, fought, traded and dressed.
- The weather impacted peoples lived during the Bronze Age.
- The Beaker folk were an ancient group of people who moved from Europe to Britain c2500 BC. They were metalsmiths who brought metal tools, a new pottery style and a new way of life with them
- Britain began metal-mining to make tools, jewellery and weapons. Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased.
- Iron Age people formed tribes and built hillforts to protect themselves.
- Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.
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- Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.
- The Iron Age in Britain ended after the Roman invasion in AD 43.

## PE Rounders Cricket



## PSHE

As members of our community, we will...

Recognise what a healthy relationship is.

