






CURRICULUM MAP

KANDINSKY CLASS – Year 3/4

SUMMER B 2025



<p style="text-align: center;">English</p>  <ul style="list-style-type: none"> • A - alliteration • F - facts • O - opinion • R - rhetorical questions • E - emotive language • S - statistics • T - triples (repeating your point three times, but in different ways) 	<p><u>Roman Myths by Geraldine McCaughrean</u></p> <p>Biography Linked to our history work on Ancient Rome, the children will research facts using given information and using the internet, then produce a biography on a Roman Emperor of their choice. The text will follow a chronological format, using adverbials of time and cause to link ideas.</p> <p>Discussion In this unit, we will recall persuasive devices using the AFOREST acronym, including rhetorical questions, emotive language and alliteration. We will explore how to use determiners for effect. The children will use both single and multi-clause sentences to create variety and interest in their writing.</p> <p>Narrative Using a video as a writing stimulus, we will write the ending of a story, focusing on using dialogue to advance the action and creating effective description of settings and characters.</p>
<p style="text-align: center;">Maths</p> 	<p style="text-align: center;"><u>Year 3</u></p> <p><u>Time (continued from previous half term)</u></p> <ul style="list-style-type: none"> • To tell and write the time from an analogue clock, including using Roman Numerals from I to XII, and 12-hr and 24-hr clocks. • Estimate and read time with increasing accuracy to the nearest minute. • Record and compare time in seconds, minutes and hours. • Know the number of seconds in a minute and number of days in each month, year and leap year. • Compare durations of events. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • To interpret and present data using bar charts, pictograms and tables. • To solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <p style="text-align: center;"><u>Year 4</u></p> <p><u>Time (continued from previous half term)</u></p> <ul style="list-style-type: none"> • Read, write and convert time between analogue and digital 12 and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using graphical methods including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p><u>Position and direction</u></p> <ul style="list-style-type: none"> • Describe positions on a 2D grid as coordinates in the first quadrant. • Describe movements between positions as translations using left/right and up/down. • Plot specified points and draw sides to complete a given polygon.
<p style="text-align: center;">Science</p> 	<p><u>Light and shadows (continued)</u></p> <p>This project teaches children about light and dark. We will investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.</p>










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<p style="text-align: center;">RE</p> <div style="text-align: center;">  <p>Jamia Masjid Faizan-e-Madina</p> </div> 	<p><u>Key question: How does a Muslim show their submission and obedience to Allah?</u></p> <p>In this unit, the children will explore what obligations Muslims fulfil to show their submission and obedience to Allah.</p> <p>We will also be visiting the mosque and cathedral in Peterborough. At the mosque, the children will explore both the exterior and interior of the mosque, including the prayer hall. They will reinforce their learning about various themes within Islam, such as general Islamic principles, the five pillars of Islam and the call to prayer (Azaan).</p> <p>At the Cathedral, the children will explore Christian beliefs through 5 practical activities around the Cathedral:</p> <ul style="list-style-type: none"> • Font – they will consider parts of a baptism; the symbolism and meaning of each • The Cross – they will explore artistic representations of the cross and what they tell us about Jesus • The Lectern – they will learn how Christians use the bible in their lives • The Pulpit – they will dress up in different priestly robes and learn how these robes represent different Christian themes • The High Altar – they will explore the symbolism of the objects used in the Eucharist
<p style="text-align: center;">Art</p> 	<p><u>The Art of Display (continued)</u></p> <p>In this unit, we will begin to think about two very important aspects of making art: context and presentation. When we make art that others will see, it's important that we understand how we present the work will influence the way people see the work. This unit presents an opportunity for children to discover and question the role of the "plinth" in sculpture. The children will create their own art gallery of everyday objects displayed as art.</p>
<p style="text-align: center;">DT</p> 	<p><u>Greenhouse</u></p> <p>This project will teach the children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They will learn techniques to strengthen structures and use tools safely. They will use their learning to design and construct a mini-greenhouse</p>
<p style="text-align: center;">Music</p> 	<p><u>KS2 performance</u></p> <p>During this term, Kandinsky will continue our whole-class recorder lessons as well as learning the songs for the end of year performance. In both, we will focus on performance techniques and ensemble music making, thinking about dynamics, pulse and expression.</p>
<p style="text-align: center;">PSHE</p> 	<p><u>Healthy and Safer Lifestyles</u> <u>Relationships and Sex Education</u></p> <p>Children will consider the human life cycle in more detail. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children.</p> <p>Further details of the content of our Relationships and Sex Education curriculum have been emailed home today (6/6/25).</p>
<p style="text-align: center;">PE</p> 	<p>On Tuesdays, Kandinsky will continue with athletics, refining our throwing, jumping and running techniques.</p> <p>On Fridays, Kandinsky will have a specialist dance and gymnastics teacher and will continue to refine and develop techniques covered in previous units.</p>




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<p style="text-align: center;">Computing</p>	<p>Computer Science</p> <p>Year 3 - Scratch - Events and actions (continued from Summer A)</p> <p>Presentation skills – Publisher Children will use the skills needed to create presentations using font size, colour and type to edit and improve documents.</p> <p>Year 4 - Introduction to Microbits as data-loggers (continued from Summer A)</p> <p>Publishing work – Word; layouts, shortcuts, adding photos.</p> <p>The children will develop typing skills and how to choose an effective layout as well as aligning text, using bullet points and adding text boxes.</p>
<p style="text-align: center;">French</p> 	<p>Au salon de the</p> <p>This term, Kandinsky will learn how to order different items in a tea room. They will learn different food items in French and practise speaking and writing different sentences which could be used in this real-life situation.</p>
<p>Please remember</p>	<ul style="list-style-type: none"> • Reading diaries and reading books should be in school daily. Please encourage your children to read for at least 5 minutes a day at home and to write in their diaries. • PE Kits should be worn on Tuesday and Friday. Friday's indoor kit must enable us to see elbows and knees, but a warm PE kit may be worn over the top. Also, long hair must be tied back and earrings removed. • Mathletics home learning will be set each week – please try to complete this each week. This is a really important opportunity for the children to consolidate and reinforce the learning that has taken place in class and should not take the children any more than 20 minutes per week. • TT Rockstars is also a great resource provided by school and just 10 minutes each day will really improve vital skills in times tables including the inverse division facts. • Whilst the weather is so changeable, please could children have a coat in school every day and a sun hat when the weather is nicer. These should be clearly named!