Badgers Class (YR 3/4) - Curriculum Overview – Spring 1

Here is some information about what we will be covering in the curriculum this term.

*\*Please note that this is subject to change.*

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| **English**  *Core texts: Pied Piper of Hamelin (by Michael Morpurgo)* and *The Mermaid of Zennor (by Charles Causley).*  During these units the children will have opportunities to develop their reading, transcription (writing and SPAG skills) and comprehension:  • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.  • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.  • Use the first two or three letters of a word to check its spelling in a dictionary.  • Write from memory simple sentences, dictated by the teacher that include words and  punctuation taught so far.  • Spell words that are often misspelt, including coverage of tion/sion/tian.  Increasing their familiarity with a wide range of books, (including fairy stories, myths and  legends) and retelling some of these orally.  • Identifying themes and conventions  • Discussing words and phrases that capture the reader’s interest and imagination. | **Maths**  This half term we will be focusing on developing our knowledge of multiplication and division and will begin to learn about length and perimeter.   * Multiply and divide using written methods. * Using the inverse operation to solve missing number problems and to check answers are correct. * Measure in metres, centimetres and millimetres (Yr 3) or in kilometres and metres. * Order and compare lengths. * Find missing lengths * Calculate the perimeter of rectilinear shapes and polygons.   During lessons the children will have the opportunity to use their reasoning and problem-solving skills when answering questions. | **Science**  Our unit this term will be based around States of Matter.  We will be learning to:   * Identify solids, liquids and gases using their properties. * Describe melting, freezing, condensing and evaporating. * Describe the different stages of the water cycle. * Describe how temperature affects the rate of evaporation and, therefore, the water cycle. * Ask relevant questions. * Use results to draw simple conclusions. * Use thermometers to take accurate measurements. * Make predictions for new values. * Record findings using labelled diagrams. * Research using more than one source. |
| **RE**  We will be discussing the key question during this half term:  *Do the different versions of Christianity mean that one is more “truthful” than the others?*  By the end of the unit, we will be able to:   * Explain what Christianity is * List different branches of Christianity * Know key differences between these sects of Christianity * Voice our opinions on what “truthful” means * Discuss the historical implications of holy texts and religious scriptures * Acknowledge that peoples’ feelings on this may differ | **Computing**  Our unit this term is Data Handling: Comparison Cards Databases:  We will be learning how to:   * Using logical thinking to explore more complex software, predicting, testing and explaining what it does. * Understanding the vocabulary associated with databases: field, record and data. * Learning about the pros and cons of digital versus paper databases. * Sorting and filtering databases to quickly retrieve information. * Creating and interpreting charts and graphs to understand data. * A database is a collection of data stored in a logical, structured and orderly manner. * Computer databases can be useful for sorting and filtering data. * Different visual representations of data can be made on a computer. | **History**  Our history topic for this term is Stone Age to Iron Age.  We will be learning to:   * To understand the development of groups, kingdom and monarchy in Britain. * To know who became the first ruler of the whole of England. * To understand that societal hierarchies and structures existed including aristocracy and peasantry. * To know that there were different reasons for invading Britain. * To understand the earliest settlements in Britain. * To know that communities traded with each other and over the English Channel in the Prehistoric Period. * To understand that there are different beliefs in different cultures, times and groups. * To know about paganism and the introduction of Christianity in Britain. * To know how Christianity spread. * To compare the beliefs in different cultures, times and groups. * To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. |
| **DT**  Our unit this half term is about Structures: Pavilions  We will:   * To understand what a frame structure is. * To know that a ‘free-standing’ structure is one that can stand on its own. * To know that a pavilion is a decorative building or structure for leisure activities. * To know that cladding can be applied to structures for different effects. * To know that aesthetics are how a product looks. * Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. * Building frame structures designed to support weight. * Creating a range of different shaped frame structures. * Making a variety of free-standing frame structures of different shapes and sizes. * Selecting appropriate materials to build a strong structure and for the cladding. * Reinforcing corners to strengthen a structure. * Creating a design in accordance with a plan. * Learning to create different textural effects with materials. | **Music**  Will be learning about singing technique this half term:   * Move and sing as a team, following the lyrics on the screen. * Recognise minims, crotchets and quavers often by ear and reliably by sight. * Perform rhythms accurately from notation and layer them to create a composition. * Add appropriate sound effects to their performances using untuned percussion. * Join in with the performances confidently, and reasonably in time and tune. * Make suggestions for improving their performance. | **PSHE**  Our theme for this half term is:  **Citizenship**  We will be discussing and learning about:   * Move and sing as a team, following the lyrics on the screen. * Recognise minims, crotchets and quavers often by ear and reliably by sight. * Perform rhythms accurately from notation and layer them to create a composition. * Add appropriate sound effects to their performances using untuned percussion. * Join in with the performances confidently, and reasonably in time and tune. * Make suggestions for improving their performance. |
| **French**  This terms unit is calledBirthday Celebrations  We will be learning how to:  Language comprehension   * Spontaneously identifying cognates and near cognates. * Recognising some familiar French words in written form. * Following verbal instructions in French. * Selecting the correct form of the definite and indefinite articles. * Listening to and transcribing familiar language with an increasing degree of accuracy.   Language production   * Speaking with a partner to give information. * Using short phrases to give information. * Forming statements with information including the negative. * Repeating new language accurately. | |