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 andpunctuation 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 andlegends) 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.
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| **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.
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| **DT**Our unit this half term is about Structures: PavilionsWe 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.
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| **French**This terms unit is calledBirthday CelebrationsWe 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.
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