

## Badgers Class (YR 3/4) - Curriculum Overview – Spring 2

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

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

<p><b>English</b>  <i>Core text – Winter’s Child – Angela McAllistair</i>  This half term the children will write in different styles and will have the opportunity to write descriptive poems, postcards, dialogue, setting descriptions as letters, and non-chronological reports.  They will take part in reading and comprehension sessions each week related to ‘<i>The Firework Makers Daughter</i>’, where they will have the opportunity to answer questions using VIPER’S skills (vocabulary, inference, prediction, explanation, retrieval and summary).  SPAG is embedded in the curriculum. Children will continue to explore perfect present tense, use of paragraphs, headings/subheadings, subordinating and coordinating conjunctions, but also the correct use of apostrophes and inverted commas (speech marks).</p> <p>New spelling rules that will be taught:</p> <ul style="list-style-type: none"> <li>- sub– means ‘under’. <i>subdivide, subheading, submarine, submerge</i></li> <li>- inter– means ‘between’ or ‘among’. <i>interact, intercity, international, interrelated (inter + related)</i></li> <li>- super– means ‘above’. <i>supermarket</i></li> <li>- anti– means ‘against’. <i>antiseptic, anticlockwise, antisocial</i></li> <li>- auto– means ‘self’ or ‘own’. <i>autobiography, autograph</i></li> </ul>	<p><b>Maths</b>  This half term we will be focusing on further developing our knowledge of measurement, utilising our multiplication, division, addition and subtraction skills.</p> <ul style="list-style-type: none"> <li>• Order and compare lengths.</li> <li>• Find missing lengths.</li> <li>• Calculate the perimeter of rectilinear shapes and polygons.</li> <li>• Calculate area.</li> <li>• Explore fractions and equivalent fractions.</li> <li>• Measure Mass &amp; Capacity (Year 3)</li> <li>• Utilise Decimals (Year 4)</li> </ul> <p>During lessons the children will have the opportunity to use their reasoning and problem-solving skills when answering questions.  They will be challenged to apply prior knowledge and choose methods which would be most efficient to answer equations.</p>	<p><b>Science</b>  Our unit this term will be based around Light and Shadow...</p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>• The role of light sources, naming those we know and exploring how they work.</li> <li>• What reflection is and how it differs to refraction.</li> <li>• How our eyes work and why we need light.</li> <li>• Where shadows come from, using language such as ‘opaque, transparent and translucent’.</li> <li>• That shadows change throughout the day, using our own experimentation to demonstrate this.</li> <li>• How the distance of a light source effects the size of a shadow.</li> <li>• Different ways of using light to make an effect.</li> </ul>
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<p><b>RE</b> We will be discussing the key question during this half term: <i>What can we learn from the Bibles' stories?</i></p> <p>By the end of the unit, we will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of a variety of Biblical stories.</li> <li>• Recall our favourite Bible stories and explain their meanings.</li> <li>• Discuss the importance of these stories.</li> <li>• Reflect on different Holy Scriptures and their stories, discussing how they're similar and different.</li> <li>• Perform the Easter Story and describe its meaning and why it is considered to be important.</li> <li>• Discuss our own values and stories we find important.</li> </ul>	<p><b>Computing</b> Our unit this term is 'Journey Inside a Computer'.</p> <p>We will be learning how to:</p> <ul style="list-style-type: none"> <li>• Recognise inputs and outputs and that the computer sends and receives information.</li> <li>• Explain that the parts of a laptop work together and the purpose of each part.</li> <li>• Explain what an algorithm is.</li> <li>• Suggest what memory is for, inside a computer.</li> <li>• Make comparisons between different types of computer.</li> <li>• Know what a tablet is and how it is different from a laptop/desktop computer.</li> </ul>	<p><b>Geography</b> Our Geography unit for this term is: <i>Are all settlements the same?</i></p> <p>We will be learning to:</p> <ul style="list-style-type: none"> <li>• Locate some cities in the UK.</li> <li>• Describe the difference between villages, towns and cities.</li> <li>• Identify features on an OS map using the legend.</li> <li>• Describe the different types of land use.</li> <li>• Follow a route on an OS map.</li> <li>• Discuss reasons for the location of human and physical features.</li> <li>• Locate some geographical regions in the UK.</li> <li>• Identify and begin to offer explanations about changes to features in the local area.</li> <li>• Describe the location of New Delhi.</li> <li>• Identify some human and physical features in New Delhi.</li> <li>• State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>
<p><b>Design &amp; Technology</b> Our unit this half-term is Mechanical Systems: Pneumatic Toys!</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Draw accurate diagrams with correct labels, arrows and explanations.</li> <li>• Correctly identify definitions for key terms.</li> <li>• Identify five appropriate design criteria.</li> <li>• Communicate two ideas using thumbnail sketches.</li> </ul>	<p><b>Music</b> Will be learning about pentatonic melodies and composition, using teamwork to:</p> <ul style="list-style-type: none"> <li>• Match their movements to the music, explaining why they chose these movements.</li> <li>• Accurately notate and play a pentatonic melody.</li> <li>• Play their part in a composition confidently.</li> </ul>	<p><b>PSHE</b> Our theme for this half term is Citizenship. We will be aiming to:</p> <ul style="list-style-type: none"> <li>• Describe the benefits of recycling.</li> <li>• Know that there are different groups within the local community and how they use community buildings/places.</li> <li>• Be able to describe in simple terms the role of a local councillor.</li> </ul>

- Communicate and develop one idea using an exploded diagram.
- Select appropriate equipment and materials to build a working pneumatic system.
- Assemble their pneumatic system within the housing to create the desired motion.
- Create a finished pneumatic toy that fulfills the design brief.

- Work as a group to perform a piece of music.

- Be able to justify why one issue might be more important than another to local people.
- Understand the need for rules and the reason for having consequences of breaking rules.
- Understand how charities support the local community and how people can help.
- Understand what human rights are and why they are important.

### **French**

This terms unit is called Glorious Food

We will be learning how to:

- Explain strategies for working out the meaning of words.
- Recognise nouns that are cognates or near cognates.
- Recognise transport words in written form.
- Join in with a song using actions to aid recall.
- Form simple statements about a picture, using and adapting a model.
- Create a range of different phrases using a sentence builder.
- Generally, speak words with accurate pronunciation.
- Write a simple sentence, using a model for support and using two different accents.