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 text – Cinderella of the Nile – Beverley Naidoo*This half term the children will write in different styles and will have the opportunity to write descriptive passages, how to guides, letters, discussions and non-chronological reports.They will take part in reading and comprehension sessions each week where they will have the opportunity to answer questions based on retrieving information straight from the text, using inference and exploring vocabulary and grammar.During SPAG lessons they will be learning about these key terms and applying them where appropriate to their writing: Perfect present tense, paragraphs and headings/subheadings, subordinating and coordinating conjunctions. New spelling rules that will be taught: * ou (double, trouble, country) and recap le
* Prefix – dis, mis and in e.g. disappear, mislead, incorrect
* I before L e.g. illegible, illegal Before a root word starting with m or p,
* in– becomes im– e.g. impossible, impatient before a root word starting with r
* in– becomes ir e.g irregular, irresponsible
* re– means ‘again’ or ‘back’. re–: redo, refresh, return, reappear, redecorate
 | **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 friction and magnetism. We will be learning:* That friction is a force that is caused by two surfaces rubbing together.
* That friction is a force that slows moving objects.
* How different surfaces affect friction.
* Recognise that magnetism is an invisible, non-contact force that can act at a distance.
* That magnets have 2 poles and that like poles repel each other and opposite poles attract each other.
* Know different materials that are attracted to magnets.
* How to classify different materials based on whether they are attracted to a magnet or not.
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| **RE**We will be discussing the key question during this half term:*Do beliefs affect how we read texts?*By the end of the unit, we will be able to:* Explain what some people mean by revelation.
* Evaluate the significance of scripture to some Jewish, Christian and Muslim people.
* Explain how some ways of using and treating the Qur’an, the Christian Bible and the Torah show its importance.
* Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary.
* Make links between scripture from the Abrahamic religions.
* Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship.
 | **Computing**Our unit this term is Emailing.We will be learning how to:* Log in and out of email.
* Send a simple email with a subject plus ‘To’ and ‘From’ in the body of the text.
* Edit an email.
* Type in the email address correctly and send the email.
* Add an attachment to an email.
* Write an email using positive language, with an awareness of how it will make the recipient feel.
* Recognise unkind behaviour online and know how to report it.
* Offer advice to victims of cyberbullying.
* Recognise when an email may be fake and explain how they know.
 | **History**Our history topic for this term is Stone Age to Iron Age.We will be learning to: * Understand that prehistory was a long time ago.
* Accurately place AD and BC on a timeline.
* Identify conclusions that are certainties and possibilities based on archaeological evidence.
* Explain the limitations of archaeological evidence.
* Use artefacts to make deductions about the Amesbury Archer’s life.
* Identify gaps in their knowledge of the Bronze Age.
* Explain how bronze was better than stone and how it transformed farming.
* Explain how trade increased during the Iron Age and why coins were needed.
* Identify changes and continuities between the Neolithic and Iron Age periods.
* Explain which period they would prefer to have lived in, providing evidence for their choice.
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| **Art**Our unit this half term is painting and mixed media: Prehistoric painting,We will:* Recognise the processes involved in creating prehistoric art.
* Explain approximately how many years ago prehistoric art was produced.
* Use simple shapes to build initial sketches.
* Create a large scale copy of a small sketch.
* Use charcoal to recreate the style of cave artists.
* Demonstrate good understanding of colour mixing with natural pigments.
* Discuss the differences between prehistoric and modern paint.
* Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
* Successfully make positive and negative handprints in a range of colours.
* Apply their knowledge of colour mixing to make natural colours.
 | **Music**Will be learning about ballads this half term:* Identify the key features of a ballad.
* Perform a ballad using actions.
* Sing in time and in tune with a song and incorporate actions.
* Retell a summary of an animation’s story.
* Write a verse with rhyming words which tell part of a story.
* Perform their lyrics fluently and with actions.
 | **PSHE**Our theme for this half term is: **Safety and the Changing Body**We will be discussing and learning about: * Understand what cyberbullying is.
* Know the signs that an email might be fake.
* Know the rules for being safe near roads.
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| **French**This terms unit is calledGlorious FoodWe will be learning how to: say names of food, how to ask for food, including ‘please’ and ‘thank you’ and how to describe food using colours. |