

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

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 – How to Live Forever – Colin Thompson</i>          This half term the children will write in different styles and will have the opportunity to write dialogue, lost posters, setting/character descriptions, ledger entries, instructions and letters of warning.          They will take part in reading and comprehension sessions each week 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>- The suffix “-ation” (adoration, information, sensation, preparation, admiration)</li> <li>- Tricks for tricky words, revising CEW and HFW.</li> </ul>	<p><b>Maths</b>          This half term we will be focusing on embedding our skills with the four operations, focussing on multiplication whilst exploring new subjects.</p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Decimals</li> <li>• Money</li> <li>• Time</li> <li>• Shape</li> <li>• Statistics</li> <li>• Position and direction (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 Plant Reproduction...          We will be learning:</p> <ul style="list-style-type: none"> <li>• MRS GREN – The signs of life.</li> <li>• How the life cycle of plants goes.</li> <li>• The parts of plants.</li> <li>• The differences between plants, fruits, trees etc.</li> <li>• Different methods of seed dispersal that plants show.</li> <li>• How to care for and respect nature.</li> </ul>
<p><b>RE</b>          We will be discussing new key questions during this half term:  <i>What shapes our world view?</i>  <i>Why do we think and feel the way we do?</i></p>	<p><b>Computing</b>          Our unit this term is ‘Video Trailers: Digital Literacy’.          We will be learning how to:</p> <ul style="list-style-type: none"> <li>• Describe the purpose of a trailer.</li> </ul>	<p><b>History</b>          Our History unit for this term is: <i>How have childrens lives changed?</i>          We will be learning to:</p>

<p>By the end of the unit, we will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate our beliefs.</li> <li>• Discuss the differences between ours and others ideas.</li> <li>• Respect that all minds work differently.</li> <li>• Reflect on our contexts and experiences and how those will influence our goals.</li> <li>• Describe the way brains process things.</li> <li>• Explain what Growth Mindset is and how it uses our brains structure to help us.</li> <li>• Use a range of 'Mindfulness' methods to support our minds.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a storyboard for a book trailer.</li> <li>• Consider camera angles when taking photos or videos.</li> <li>• Import videos and photos into film editing software.</li> <li>• Add text to a video.</li> <li>• Incorporate transitions between images.</li> <li>• Evaluate their own and others' trailers.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and deductions from sources.</li> <li>• Suggest how children's lives have changed.</li> <li>• Explain why children needed to work.</li> <li>• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>• Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>• Use sources to identify leisure activities and compare them over time.</li> <li>• Identify diseases from the past and discuss how effective the treatments were.</li> </ul>
<p><b>Art</b> Our unit this half-term is Sculpture and 3D: Mega Materials. We will:</p> <ul style="list-style-type: none"> <li>• Try drawing in an unfamiliar way and take risks in their work.</li> <li>• Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>• Draw a simple design with consideration for how its shape could be cut from soap.</li> <li>• Transfer a drawn idea successfully to a soap carving.</li> <li>• Make informed choices about their use of tools.</li> <li>• Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</li> </ul>	<p><b>Music</b> Will be learning about Jazz! The class will explore and experiment with:</p> <ul style="list-style-type: none"> <li>• Ragtime style music.</li> <li>• Dixieland music.</li> <li>• Scat singing.</li> <li>• Jazz motifs.</li> <li>• Using a swung rhythm.</li> </ul>	<p><b>PSHE</b> Our theme for this half term is Economic Wellbeing. We will be exploring:</p> <ul style="list-style-type: none"> <li>• Spending choices</li> <li>• Budgeting</li> <li>• Money and emotions</li> <li>• Jobs and careers</li> <li>• Genders and careers</li> <li>• The dangers of stereotypes</li> <li>• Our changing bodies</li> <li>• Growing up</li> </ul>

- Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.
- Show they are considering alternative ways to display their sculpture when photographing it.
- Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.

### **French**

This terms unit is called Where in the world?

We will be learning how to say:

- countries
- continents
- animals
- identify whether nouns are masculine or feminine
- choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands)
- using an English/French dictionary or online translator
- using the past tense to say 'J'ai vu...'
- using the pronouns 'il/elle' correctly