

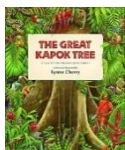

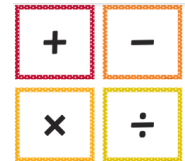












Year 3 and 4 Spring Term Curriculum 2025

	<p>The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum.</p> <p>This overview gives an outline of the Spring Term curriculum.</p>		<p>Design and Technology (DT)</p> 	<p>Electrical Systems</p> <p>The children will be applying their learning from science to enable them to create a torch. They will investigate some different torch designs and how they work. They will use this research and knowledge to design and create their own torch that incorporates a switch.</p>
<p>English</p> 	<p>Fiction: The children will be exploring narrative writing using a version of Beowulf as a stimulus. The children will develop their use of vocabulary and sentence structure to build suspense and tension. Following this, the children will use Lynne Cherry's, 'The Great Kapok Tree', to empathise with the issue of deforestation and create emotive and persuasive writing.</p> <p>Non-Fiction: The children will create an explanation text developing their clarity and precision of language. We will look at instructional writing based on texts from the Autumn term.</p> <p>Spelling: This continues to be taught on a weekly cycle which will cover all the curriculum words and rules. Some children will continue to access phonics as appropriate to their needs.</p> <p>Reading: Reading at home and school is an important feature of learning in English and children enjoy a diverse range of books. Reading lessons focus on specific reading skills (vocabulary, infer, predict, explain, retrieve, summarise and sequence) to ensure children understand what they read.</p>		<p>Physical Education (PE)</p> 	<p>Basketball: Children will develop passing, moving and dribbling skills, focusing on accuracy, control and spatial awareness. The unit culminates in mini games, emphasising teamwork, communication and keeping possession, fostering confidence and strategic play.</p> <p>Health-related fitness: Children will discover more about their cardiovascular system and will assess their own fitness baseline in a selection of activities. They will then take part in activities to develop their cardio, flexibility and strength before assessing themselves again at the end of the unit to see how their fitness has improved.</p> <p>Gymnastics: The children will develop a broad range of skills by linking actions to make a sequence that includes hand apparatus and changes in speed, level and direction.</p> <p>Dance: Children will compare, develop and adapt movement motifs to create longer dances.</p>
<p>Maths</p> 	<p>Year 3</p> <ul style="list-style-type: none">Recall and use multiplication/division facts for 2, 3, 4, 5, 8, and 10 times tables.Solve multiplication and division problems.Add/subtract money and give change.Measure, compare, add and subtract lengths (m, cm, mm).Measure perimeters of 2D shapes.Compare, order, add and subtract fractions; find equivalents and fractions of amounts and solve fraction-related problems.	<p>Year 4</p> <ul style="list-style-type: none">Master multiplication and division facts up to 12x12 and multiply/divide 2- and 3-digit numbers by 1-digit numbers.Calculate area by counting squares; estimate, compare and calculate various measures.Work with fractions and decimals: identify equivalents, calculate fractions of amounts, add/subtract fractions with the same denominator and understand mixed numbers and improper fractions.	<p>Computing</p> 	<p>Programming and sequencing code</p> <p>During this unit the children will be using Scratch software to explore and understand how Scratch is used. They will programme and sequence code using icons referred to as 'sprite' to move and repeat actions. Finally, they will complete their own project based on what they have learnt during the unit using step by step instructions to code their character.</p> <p>Safer Internet Day – Tuesday 11th February 2025</p>
	<p><i>The children will continuously apply the skills they are learning to problem solving and reasoning activities.</i></p>			
<p>Science</p> 	<p>Electricity: The children will be identifying risks involved with electricity and how to stay safe. They will be exploring the different ways devices are powered by electricity (mains and batteries) and the output this produces, for example, heat, light, sound and movement. The different parts of a circuit will be explored. Children will also identify common insulators and conductors and apply this knowledge when developing circuits.</p> <p>Living Things and their Habitats: Children will recognise that living things can be grouped in a variety of ways through the classification of a range of organisms. We will consider how environments around the world are changing and how this can pose dangers to living things. Current news on climate change will be considered.</p>		<p>Music</p> 	<p>Our music this term will be formed by learning songs for our Year Three/Four play 'The Jungle Book'. Children will practice singing as a group and will develop their ability to use appropriate pitch and volume.</p>
<p>History</p> 	<p>Vikings: Who were the Vikings? The children will start to understand Viking origins and settlements in Britain and make links between other civilisations and ages. They will investigate the importance of raiding, trade, exploration and settlement for the Vikings. The children will gain an understanding of the impact of the Viking lifestyle by looking at: religion, artefacts, cultural development and legacy.</p>		<p>Personal Social Health Education (PSHE)</p> 	<p>The children begin this term by learning about Digital Lifestyles, with an emphasis on how to stay protected and how to use the internet safely. The lessons will revolve around the "SMART Rules" for staying safe online.</p> <p>The focus then turns to Drug Education as the children learn about the role of medicines, how different types of drugs can enter our bloodstream and the potential dangers of both prescription and recreational drugs, including nicotine and alcohol.</p>
<p>Geography</p> 	<p>Rainforests: How important are the rainforests? The children will use our key geography concepts to build on their learning about rainforest biomes from last term. The children will be looking in detail at the tropical rainforest, exploring and discovering where they are located, what life is like there and how humans and plants have adapted. In addition, the children will consider the threats to, and benefits of, the rainforest and the impact rainforests and deforestation may have on their own lives. The learning will also include some virtual fieldwork.</p>		<p>World Views</p> 	<p>'What makes a book sacred? What do people learn from them?'</p> <p>We will explore why people see some books as sacred and how they are often treated differently to other books. We will take an in-depth look at the Sikh sacred book, the Guru Granth Sahib. We will see that sacred books often contain 'codes for living' which people try to follow to live a good life. We will compare different codes for living and try to decide what we think is important for a good life.</p> <p>'How can Philosophy help us answer big questions?'</p> <p>We will find out what 'philosophy' is and how it has been used by people over many centuries to try to answer the biggest questions of life. We will explore some of those big questions, such as 'What makes me, me?' and 'Why should we make good choices?' using philosophical games and discussions.</p>
			<p>Languages</p> 	<p>This term, we are very lucky to have a French teacher, Mrs Oakley, bringing her expertise into our classes. The children will explore French vocabulary for colours and simple adjectives, progressing to describing and talking about pets.</p>
<p>Art</p> 	<p>Storytelling Through Drawing: The children will explore how we can create sequenced imagery to share and tell stories. They will use line, shape, colour and composition to develop evocative and characterful imagery.</p> <p>Making Animated Drawings: The children will be introduced to the idea that animations can be made by sequencing drawings. They will use their mark making skills and imagination to make their drawings visually engaging and use their moving drawings to share narratives.</p>		<p>Enrichment</p> 	<p>During the week commencing 3rd February: Children's Mental Health week</p> <p>Friday 7th March: World Book Day.</p> <p>24th March- 4th April: Big Walk and Wheel Week</p>