



Curriculum Map: How does the water go round and round?

Humanities

As Geographers, we will be investigating 'Rivers and The Water Cycle – How does the water go round and round?'. We will be exploring the UK and worlds most important rivers, and how humans interact with them, use them, and manage them. We will explore river and mountain formation and their involvement in the water cycle.

Outdoor learning/allotment

Using our local environment and the River Tweed to support our work on rivers, their formation and their uses locally.

Music

As Musicians, this terms learning is centred around 'Enjoying Improvisation'. We will be learning the song 'He's got the whole world in his hands' thinking about the pulse, pitch, and tempo of the music. We will be creating and composing our own music, then playing and performing our music with others.

MFL

In Spanish, the children will begin to explore wider vocabulary with a focus on 'Seasons'. We will be listening, speaking, reading, and writing using this new vocabulary, using this vocabulary in a range of supporting activities.

Science

As Scientists, we will be exploring the topic 'Electricity. We will be identifying appliances that run on electricity and the different components of a circuit. We will build our own circuits and test them through investigation.

PSHE

Our PSHE theme this half term in Year 3 is 'Being Responsible'. We will explore what it means to act responsibly towards others and how our actions can have lasting effect on other people. In Year 4 the theme is 'Growing and Changing', we will explore relationships and changes within family structures and explore how puberty changes our bodies.

British Values

As a class we will be revisiting our British Values and understanding 'Democracy'. We will be exploring the importance of voting and everyone having a voice in our society.

Homework

- Reading – Chn will always have a reading book to read at home with an adult.
- Spellings & timestables – weekly to practice via Tapestry.

RE

During this half term, we are going to explore 'Hinduism – Who do Hindus believe God is like? (Brahman/Atman)'. We will explore the different Hindu deities through stories and the Hindu story of creation. We will learn about Hindu worship both in the UK and India. We will learn about Diwali and the importance of this celebration in Hindu culture.

Computing

As Computers we will be exploring 'E-Safety'. The children will be exploring how to use the internet and technology safely using scenarios. We will understand the importance of passwords and why these should be kept private. We will explore the steps we can take to protect ourselves online.

Art and Design

As Artists, the children will explore Impressionism, with a focus on key artists Claude Monet, Van Gough and Renoir. We will focus on drawing skills, to achieve variation in line, texture, tone, colour, shape, and pattern.

PE

As Athletes, we will be exploring Gymnastics skills, we will be learning how to perform forwards and backwards rolls, improving our body shape, and making our own gymnastic sequences. We will also be going swimming, learning different strokes.

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Basic skills in English

- To use a range of adverbs to modify verbs and add emphasis.
- To explore narrative text and poetry, comparing text types.
- To use simple, compound, and complex sentences to improve the flow of text.
- To use fronted adverbials with a focus on 'where', followed by a comma.

Basic skills in Maths

- To tell the time to the closest 5 minutes using a 12-hour analogue clock/
- To construct and interpret bar charts, pictograms, and tables.
- Improve knowledge of multiplication tables (up to 12x12).
- To develop knowledge of fractions and money, applying these to problem solving scenarios.

English:

Narrative (Character and Setting T4W):

- To place the possessive apostrophe accurately in words with regular plurals/
- To form nouns using a range of prefixes (for example super-, anti-, auto)
- To use powerful verbs.
- To select, generate and effectively use adverbs.
- To recognise and use simple & compound sentences and beginning to use complex sentences.
- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- To use adverbs to modify verbs.
- To propose changes to grammar and vocabulary, including the accurate use of pronouns in sentences.
- To create sentences with fronted adverbials to express when.

Poetry (Shape):

- To spell words ending in -sure
- To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- To assess the effectiveness of their own and others' writing and suggesting improvements.
- To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].
- To use possessive pronouns (e.g., yours, mine, theirs, ours, hers, its).
- To assess the effectiveness of their own and others and suggest improvements.

Reading Skills –

- To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3/Y4 list).
- To begin to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.
- To apply a growing knowledge of root words, prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, re-, inter-, ir-
- To read books that are structured in different ways.
- To identify and write about the features of different text types.
- To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.
- To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- To recognise some different forms of poetry [for example, free verse, narrative poetry].
- To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.
- To justify predictions with evidence (details stated) from the text both verbally and in written form.
- To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- To use alphabetically ordered texts to find information.
- To recognise the use and effect of patterned language in both written and verbal texts.
- To discuss words and phrases that capture the reader's attention.
- To perform a range of poems to an audience, through use of tone and expression.
- To locate information using skimming, scanning and text marking including dates, numbers and names.

Maths:

Multiplication and Division -

- Count in 8s
- Multiply and divide by 8, 9, 11 and 12
- Solve missing number problems
- Divide by 0 and 1
- Multiply 3 numbers

Fractions –

- Equivalent Fractions
- Problem solving with fractions

Geometry (Position and Direction/ Shape) –

- Co-ordinates in the first quadrant
- Plotting specified points

Geometry (properties of Shape) –

- Horizontal and Vertical Lines
- Parallel and Perpendicular lines
- 2D symmetry

Measurement (length) –

- Measure cm/mm
- Equivalent lengths
- Comparing lengths
- Convert different units (km)
- Interpreting intervals
- Perimeter

Statistics –

- Interpret and present data (pictograms, bar charts and tables)
- Solve 1-step and 2-step problems

Measurement (Money) –

- Pounds and Pence
- Converting money
- Adding and subtracting amounts
- Ordering money

Measurement (Time) –

- Compare time (secs, mins, hrs)
- Tell time to 5 mins/1 min (12 hr clock)
- Convert hrs, mins and secs
- Convert years, months, weeks and days
- Convert between digital and analogue (12 hr)