



Class Name: Zebras

Curriculum Overview

Spring 2

English

All children will engage in reading and writing through

- Core Books
- Writing for a purpose through topic work.
- Spelling – common exception words and spellings following the year 3/ 4 patterns
- Daily reading focus – Read Write Inc/Individual reading time/guided reading.
- Daily handwriting/letter formation

Fiction - Stories by the same author - Anthony Browne

- Read the discuss stories by Anthony Browne
- Adding description using conjunctions
- Composition- discuss, plan and write a story based on one read.
- Non Fiction: Reports and Recounts - texts by Susan Martineau
- Explore texts about mysterious monsters and time travel
- Adverbs for time, place and cause
- Paragraphs, headings and reports
- Composition- write a hoax report about a mysterious encounter.

Maths

Year 3 - Fractions

- Compare and order unit fractions
- Understand numerators
- Understand the whole
- Count in fractions
- Equivalent fractions
- Equivalent fractions as bar models

Mass and Capacity

- Use scales
- Measure mass in grams
- Measure mass in kilograms and grams
- Equivalent masses
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres/litres
- Compare capacity and volume

Year 4 - Fractions

- Understand the whole
- Partition a mixed number
- Number lines with a mixed number
- Compare and order mixed numbers
- Improper fractions
- Convert mixed numbers to improper fractions
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions

Decimals

- Tenths as fractions
- Tenths as decimals
- Tenths on a place value chart
- Tenths on a number line
- Divide a 1 digit number by 10
- Divide a two digit number by 10
- Hundredths as fractions
- Hundredths as decimals

Science- Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that mirrors are a form of reflection.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a source is blocked by a solid object.

Computing - Data and logging - Data Branches

- Understanding and making yes/no questions.
- Identifying attributes and making groups
- Creating a branching database
- Structuring a branching database
- Using a branching database

Geography -The USA

- To be able to locate the USA and its states on a map.
- To be able to identify and compare the American states.
- To be able to identify and describe the different landscapes of the USA.
- To find out about natural phenomena in the USA.
- To find out about national parks in the USA and explore their functions.

RE - Why do Christians call the day Jesus died, 'Good Friday'?

- What is Holy week and the significant days.
- How would Mary feel on these significant days?
- How do Christians feel about Holy Week?
- How do Christians mark these important days?
- How do Christians feel on Good Friday and Easter Sunday? Why is it called Good Friday?

Music -

Y4- Ukulele

Y3 - Environment and Building

- Selecting descriptive sounds
- Creating a musical retelling of a poem
- Exploring timbre to create a piece of music
- Learning about ternary form
- Singing a song with expression
- Developing the lyrics of a song
- Choosing timbre to make an accompaniment
- Understanding how music can be organised
- Using voices and actions
- Perform simple rhythms

		PE - Year 4 - Forest School <u>Year 3 - Dance</u> <ul style="list-style-type: none"> • To create actions in a response to a stimuli • To create actions to move with a partner • To use appropriate actions and dynamics • To remember, repeat and create actions • To use choreographing ideas to develop dance. <u>Year 3 and 4 - Fitness</u> <ul style="list-style-type: none"> • To recognise different areas of fitness • To develop speed and strength • To develop co - ordination • To develop agility • To develop balance
<u>D and T - Cooking and Nutrition</u> <ul style="list-style-type: none"> • To understand and apply the principles of a healthy and varied diet. • To plan and design a healthy sandwich • To make their design according to their plan • To evaluate their design noting improvements that could be made 	<u>RHE -</u> <ul style="list-style-type: none"> • To understand what we mean by a healthy diet • To understand what is meant by a healthy meal • To know how to maintain everyday hygiene • To know how to maintain good oral hygiene • To be able to recognise different emotions and know how to manage them 	<u>French -</u> <ul style="list-style-type: none"> • To know most numbers up to 30 in French • To say and describe a number of colours • To name and describe a number of different pets • To name a variety of common clothing • To know the key vocabulary for main weather types
<u>Teacher's Notes</u> Homework - Reading, spelling, maths activities and topic related activities.		