
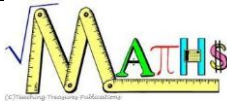








## Spring Term

### The curriculum covered by Year 3/4 from January 2019 to April 2019:

<u>Subject</u>	<u>Year 3</u>	<u>Year 4</u>
	<p>Children will access a range of text types, in the context of the novel, 'The Butterfly Lion'. Including:</p> <ul style="list-style-type: none"> <li>* Formal letter</li> <li>* Informal letter</li> <li>* Non-chronological report</li> <li>* Narrative writing</li> </ul>	<p>Children will access a range of text types, in the context of the novel, The Secret Seven. The text types will include:</p> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Letter</li> <li>• Write the next chapter</li> <li>• Newspaper report</li> <li>• Character description</li> </ul>
	<ul style="list-style-type: none"> <li>* Time</li> <li>* Multiplication and Division (including money)</li> <li>* Fractions</li> <li>* Statistics</li> </ul> <p>The children are also completing fluency activities and counting daily, in addition to accessing 'Times Table Rockstars'.</p>	<p>The children are also completing fluency activities and counting on a daily basis.</p> <ul style="list-style-type: none"> <li>* Statistics</li> <li>* Measurement (Time, Area)</li> <li>* Multiplication and Division, including money</li> <li>* Fractions and Shape</li> </ul>
	<p>Within our 'How does your garden grow?' topic we will:</p> <ul style="list-style-type: none"> <li>* Identify and describe the functions of the different parts of flowering plants – roots, stem, leaves and flowers</li> <li>* Investigate how water is transported within plants</li> <li>* Explore exactly what plants need to live and grow, and how these requirements vary from plant to plant.</li> <li>* Explore the important role that flowers play in the life cycles of plants, from pollination to seed spreading</li> </ul> <p>Within our "Mirror, Mirror" topic we will:</p> <ul style="list-style-type: none"> <li>* Describe the reflections when light is reflected from surfaces</li> <li>* Record observations and make sense of them</li> <li>* Describe how shadows are formed</li> <li>* Make a simple mirror and create a list of the key uses.</li> </ul> <p>In both units of work, we will:</p> <ul style="list-style-type: none"> <li>* Set up simple practical enquiries</li> <li>* Ask relevant questions and use different types of scientific enquiry to answer them</li> <li>* Record the findings using drawings and labelled diagrams.</li> <li>• To design and carry out a fair test.</li> </ul>	<p>Within Science, the children will be looking at changing states; investigating the effects of heating and cooling on materials. They will also study the "water cycle". The children will be using scientific skills including making careful and systematic observations, reporting findings from inquiries and setting up fair tests.</p>
	<p><u>History</u> Children will carry out a local history study about the WW1 Bombardment of Hartlepool. This includes a full-day visit to the Heugh Battery Museum.</p> <p><u>Art</u> Children will learn about great artists, architects and designers in history. We will:</p> <ul style="list-style-type: none"> <li>* Create sketch books to record</li> <li>* Improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p><u>History</u> * Changes in Britain from Stone Age to Iron Age * A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300. * Comparing the Mayan civilization to the Stone and Iron Age</p>

	<p>Within our 'We Are Presenters' topic we will:</p> <ul style="list-style-type: none"> <li>*Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>*Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>*Recognise acceptable/unacceptable behaviour and content</li> </ul>	<p>Within our Back to the Future topic we will:</p> <ul style="list-style-type: none"> <li>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>*Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>*E-Safety</li> </ul>
	<p>Exploring Gospel music, we will:</p> <ul style="list-style-type: none"> <li>*Develop an understanding of the history of music</li> <li>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>*Improvise and compose music for a range of purpose</li> <li>*Use and understand staff and other musical notations</li> </ul>	<p>The children will complete a unit on Samba music.</p>
	<ul style="list-style-type: none"> <li>*Attacking and Defending Games</li> <li>*Swimming</li> </ul>	<p>In Spring 1 the children will be attending swimming lessons at Dyke House School. In Spring 2 we will focus on balance, agility and coordination.</p>
	<p>This term RE will focus on the key question- 'What do Christians believe about Jesus?'</p> <p>Easter- Palm Sunday</p>	<p>This term RE will focus on the key question- 'What do Christians believe about Jesus?'</p> <p>Easter- Lent</p>