



Curriculum Map: Where on Earth are we?



Humanities

As Geographers, the children will cover the topic 'Our World'. We will be exploring the key question 'Where on Earth are we?'. We will look at world maps exploring areas like the equator, the tropics and poles. We will explore time zones and how these change throughout the world.

Outdoor learning/allotment

Using our environment to help us explore our local climate and compare this around the world.

Music

As Musicians, this term's learning is centred around 'Composing Using Your Imagination'. We will be learning the song 'Your Imagination' thinking about the pulse, pitch, and tempo of the music. We will also be exploring improvisation, thinking of our own sequences of music to add into songs using our voices and instruments.

MFL

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

Science

The science topic this half term is 'Forces and Magnets'. The children will be exploring how things move on different surfaces, notice how magnetic forces can attract or repel one another and understand that magnets have two poles. We will also be exploring what materials are magnetic, comparing and grouping these materials.

PSHE

Our PSHE theme this half term is 'Computer Safety'. We will explore why age restrictions are necessary and why we should think before sharing images online. We will discuss how to stay safe online considering what messages we send and what we do with the information sent to us.

British Values

As a class we will be revisiting our British Values and understanding 'Tolerance'. We will be exploring how we accept and respect other cultures and religions.

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 Islam, exploring the question 'How do festivals and worship show what matters to a Muslim?'. We will be learning about Islam and the beliefs of Muslims. We will investigate the ways in which Muslims live their lives according to Allah. We will reach conclusions about creation and all people living in harmony with the world today.

Computing

As Computers we will be exploring 'Programming – Sequencing Sounds'. The children will learn about how giving commands to a computer can have an outcome. The children will learn about the importance of choosing the correct sequence for the programme to work efficiently.

Art and Design

As designers, the children will explore 'Collage' through the work of Samira Eskandarfar, Rosemary Karuga and Joe Webb, following the art movement of 'Neo-Figurative Art'. The children will experiment with a range of differing techniques to create images and represent textures.

PE

In Swimming, the children will develop techniques for specific strokes including breast stroke, back stroke and front crawl.. We will be playing 'striking games', developing control when using a bat and ball. We will evaluate our performances throughout.



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Basic skills in English

- To use skills such as scanning and skimming to retrieve information from the text.
- To use the past tense to recall information.
- Develop understanding of the structure of different text types (recount and poetry).
- Develop use of poetic techniques.
- To write a recount of a non-fiction event.

Basic skills in Maths

- To secure knowledge of place value incorporating 4-digit numbers on number lines, rounding to the nearest 100 and partitioning.
- Understand that multiplication is communicative.
- Understand that multiplication and division are inverse operations.
- Improve knowledge of multiplication tables (up to 12x12).
- To build problem solving skills when confident certain curriculum area.

English:

Recount –

- To spell words ending in -sion, -tion, -ure and -ssion.
- To spell the Year 3 /4 spelling list words (selected from the Y3/4 statutory word list)
- To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc
- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.
- To express time, place and cause using adverbs (for example, then, next, soon, therefore)

Poetry -

- 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].

Reading Skills –

- To read aloud fluently.
- To read aloud to the punctuation.
- To apply a growing knowledge of root words, prefixes, and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. -ture, -cian, -ally
- To begin to understand and use punctuation to determine intonation and expression when reading aloud.
- To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- 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 make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.
- To discuss words and phrases that capture the reader's interest and imagination.
- To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.
- To empathise with a character, inferring on characters thoughts and feelings justifying with some evidence both verbally and in written form.
- To make predictions with evidence (details stated and implied) from the text and with knowledge of wider reading, both verbally and in written form.
- To discuss and write words and phrases that capture the reader's imagination.
- To provide reasoned justifications for opinions.
- To know how suspense is built up in a story, including the development of the plot both verbally and in written form.

Maths:

Place Value –

- Multiples of 4, 8, 50.
- Partition in different ways.
- Number lines to 1000.
- Count in 25s.
- Negative Numbers.
- Roman numerals to 100.
- Round to the nearest 100.

Multiplication/Division –

- Comparing statements.
- Related facts.
- Scaling.
- Multiply 3 numbers.
- Factor pairs.
- Multiply and divide by 10 and 100.

Geometry (Shape) –

- Draw 2D shapes.
- Properties of 2D shapes.
- Lines of symmetry.
- Compare a symmetric figure.

Fractions –

- Tenths, hundredths.
- Tenths, hundredths as decimals.