



Year 3 and 4 Curriculum Map: How does climate impact the Americas?



Humanities

As Geographers, we will be investigating 'The Americas – How does climate impact the Americas?'. We will be exploring geographical similarities and differences between North and South America. We will explore how climate change is causing change in key environmental areas, and what we can do to help!

Outdoor learning/allotment

Using our local environment to explore orienteering, navigating our way around our school environment,

Music

As Musicians, this term's learning is centred around 'More Musical Styles'. We will be learning the song 'Friendship Song' 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 'Ice-creams'. 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 'Living Things and their Habitats'. We will be learning about animal classification, grouping animals in a variety of ways. We will also explore how some environments can change and pose dangers to animals.

PSHE

Our PSHE theme this half term is 'Keeping/Staying Healthy'. We will revisit some of our science learning last term to talk about what is meant by a balanced diet and to explain how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. We will also describe different ways to maintain a healthy lifestyle.

British Values

As a class we will be revisiting our British Values and understanding 'Mutual Respect'. We will be exploring the importance of showing respect towards others, treating people how we would want to be treated.

Homework

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

RE

During this half term, we are going to explore 'Christianity (salvation) – Why do Christians call the day Jesus died 'Good Friday'?'. We will explore the part of the Bible based around 'Salvation', with links to the Easter story in the Christian community. We will explore what events happen around holy week and what these events mean to some Christians. Our core value is compassion.

Computing

As Computers we will be exploring 'Communicating and Presenting'. The children will be using publishing software such as Presenter and Adobe Express Video Creator and email to send an attachment within the school 360 system.

Art and Design

As Artists, the children will begin by learning different drawing techniques and using different grades of pencils to express ideas about animals in the Amazon. They will investigate different sculpture artists and design and create their own animal sculpture using wire.

PE

As Athletes, we will be exploring Invasion games, with a specific focus on football, working on our defensive and attacking skills as part of a team. We will also be continuing with Gymnastics from Autumn term, learning how to work alongside a partner while building on our gymnastic skills.



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Basic skills in English

- To use specific formats to produce a leaflet,
- To use persuasive language to persuade readers.
- To explore narratives, developing setting and character description skills.
- To discuss and record ideas for planning.
- To use complex sentences with a range of subordinating conjunctions.
- To use adverbs to add more detail to complex sentences.

Basic skills in Maths

- To complete column addition and subtraction calculations with more than one exchange.
- To construct and interpret bar charts, pictograms, and tables.
- Improve knowledge of multiplication tables (up to 12x12).
- To develop knowledge of shape, learning properties of 2D shapes, including quadrilaterals.

English:

Leaflet:

To spell words ending in gue, pronounced /g/ e.g. league and que pronounced /k/ e.g. unique

To spell words where sc is pronounced /s/ e.g. science

To spell words with ei, eigh and ey

To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.

To use a joined style throughout my independent writing.

To discuss and record ideas e.g. story mountain, text map.

Narrative – Adventure Story:

To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list) e.g. -ation, -ous, -ssion, -sion, -ly, mis, sub, inter, -ture, -cian, -ir-, -all, anti and auto.

To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

To express time, place and cause using adverbs (for example, then, next, soon, therefore)

To explore and identify main and subordinate clauses in complex sentences.

To develop own handwriting style.

To propose changes to grammar and vocabulary to improve consistency (including accurate pronouns).

Proof read for spelling and punctuation errors.

To create complex sentences with adverb starters (e.g. silently).

Reading Skills –

To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3 list, moving to Y4 when ready/Y4 and moving to Y5)

To read aloud using intonation and volume.

To apply a growing knowledge of root words, suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. -ation, -ous, -ssion, -sion

To read books that are structured in different ways and read for a range of purposes.

To discuss, explain and write about the meaning of words that I have read in my book.

To read a variety of books for enjoyment.

To identify features of different fiction genres verbally and in written form.

To justify inferences with evidence from the text verbally and in written form.

To empathise with a character, inferring on characters thoughts and feelings, justifying with secure evidence.

To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions.

To understand how the author wants the reader to respond both verbally and in written form.

To understand what the writer might be thinking, for example, 'he thinks they are being mean.'

To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class

To explain and discuss their understanding of what they have read, including through discussion.

Maths:

Measurement (Time) -

- Time to the closest minute.
- Using am and pm.
- 12 hour and 24 hour clocks.
- Analogue to digital (12 hrs).

Statistics –

- Interpret and present data on a bar chart/scatter chart.
- One step and two step questions.
- Comparison, sum and difference problems.

Addition and Subtraction –

- Add/subtract 3-digit from 3-digit with more than one exchange.

Measurement (money) -

- Add and subtract money.

Properties of 2D shape –

- Recognise, describe, and make 3D shapes.
- Classify 3D shapes.

Multiplication and Division –

- Multiply a teen number by a 1-digit (formal method).
- Divide a 2-digit number by a 1-digit number using partitioning.
- Multiply and divide 2-digit and 3-digit numbers by a 1 digit number, formal method.

Fractions and Decimals –

- Divide 1 and 2 digits by 10 and 100.
- Compare decimal numbers up to 2 decimal places.

Geometry (position and direction):

- Plotting coordinates.
- Translations.
- Plot specified points to draw a polygon.