



Hawthorn Class
Year 3/4
Mrs Williams and Miss
Doherty
Curriculum Information

Science Autumn 1 and 2

Year 3

- Rocks
- Fossils
- Soil
- Light

Year 4

- Sound
- Electricity
- Sustainability – Energy
- Data Collection

Both year groups will develop their scientific enquiry skills by:

- using scientific enquiry to answer relevant questions
- record findings using diagrams, tables and graphs
- making careful and systematic observations
- setting up comparative and fair tests
- identifying similarities, differences and changes
- using results to draw simple conclusions
- gathering, recording, classifying and presenting data

Math

Year 3

- Multiplication and Division
- Length and Perimeter
- Fractions
- Mass and Capacity

Year 4

- Multiplication and Division
- Length and Perimeter
- Fractions
- Decimals

Within these units, the children will have the opportunity to complete a range of problem solving and reasoning questions and activities.

This term's topic is:

Haslingfield Explorers & Coastal Explorers

Physical Education

Spring 1:

- Gymnastics: Levels and Direction
- Football

Spring 2:

- Dance: Space
- Game Sense (Net/ Wall)

English

Books:

Spring 1- Fantastic Mr Fox by Roald Dahl

Spring 2- The Puffin Keeper by Michael Morpurgo and Flotsam by David Wiesner

Writing genres

- Information booklet about Haslingfield.
- Persuasive advert
- Persuasive presentation on Haslingfield.
- Narrative
- Setting description.
- Poetry

Big Write

Every 2/3 weeks the children carry out an extended write.

Guided reading

Each child will receive regular guided reading sessions a week where the focus will be on vocabulary, inference, prediction, explanations, retrieval and summarising.

Grammar and Punctuation

Children are taught these skills through the genres of writing that they are learning. Links are made to the genre to make it more connected with the intended writing outcomes.

Year 3

- Conjunctions
- Adverbs
- Adjectives

Year 4

- Expanded noun phrases
- Fronted adverbials

History / Geography (Topic)

Spring 1- Haslingfield Explorers

We will:

- Look at Cambridge as a city and its rich History.
- Focus on our village that has a significant exciting past.
- Know where Haslingfield is on the map of Cambridgeshire and the UK.
- Understand that Haslingfield is a village and we will locate key features within Haslingfield (post office, shops, school, river etc)
- Look at pictures of Haslingfield from the past and observe changes and similarities
- Know the 8-point compass and how to draw a short route around Haslingfield

Spring 2- Coastal Explorers

We will:

- Know where Hunstanton/ Great Yarmouth and Skala are on the map of Europe
- Draw maps of routes to each location
- Know how to use keys to identify areas/ places (ie, shop, pier, beach, church, cliff etc.)
- Know the differences in climates
- Know the difference in surrounding environment, tourism and food

Art-

Abstract shape and space

- Developing skills in constructing 3D objects
- Explore how negative space can be represented by three-dimensional form
- Joining 2D shapes to make 3D structures
- Constructing in 3D to create abstract sculpture
- Choosing appropriate methods for joining pieces
- Planning an abstract sculpture based on play equipment

Design and Technology

- Electrical systems: Electrical poster
- Mechanical systems: Pneumatic toys

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Haslingfield Explorers & Coastal Explorers

Computing

Data Handling- Investigating Weather

Including:

Searching the web weather information, designing a weather station, recording weather forecast information in a spreadsheet and creating a weather forecast video.

Programming - Computational Thinking

Including:

Using computational thinking, understanding what the different code blocks do, creating a simple game, creating a Scratch programme which draws a square and other shapes, solve problems

Personal and Social Development

-Diversity and Community

We will look at exploring their identity; valuing difference; exploring their community; learning about the media and understanding how it influences them and their community; and caring for the environment, animals and plants.

-Drug education

We will look at drug types and effects; medicines and other substances; risks, influences and support.

We will continue to talk about and focus on our **SPARKLE** values across the term.

RE

- Just how important are our beliefs?

We will consider how actions and practices demonstrate the importance of beliefs and whether we can tell what a person believes from the outside.

- Who was Jesus really?

We will consider Jesus' life and the significance of his death and resurrection.

Spanish

- Shapes and Colours in Spanish

- Classroom Objects in Spanish