

## High Ham Primary School Spring Term Curriculum Plan: Maple Class (Year 3/4) 2023/24

Year 3/4	Spring 1	Key Focus/Outcomes	Spring 2	Key Focus/Outcomes
English	<p style="text-align: center;"><b>Shackleton's Journey</b> William Grill</p> <p style="text-align: center;">supported with</p> <p style="text-align: center;"><b>How does a Lighthouse Work?</b> Roman Belyaev</p> <p style="text-align: center;">Non-fiction Newspaper report</p>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>asking questions to improve their understanding of a text</li> <li>retrieve and record information from non-fiction</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p style="text-align: center;"><b>Arthur and the Golden Rope</b> Joe Todd Stanton <small>[SEP]</small></p> <p style="text-align: center;"><b>SLN Poetry Competition</b> <b>'Animals Matter'</b> Exploring a range of poetry linked to animals</p> <p style="text-align: center;">Poetry Fiction</p>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books</li> <li>composing and rehearsing sentences orally</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>in narratives, creating settings, characters and plot</li> <li>listening to and discussing a wide range of poetry</li> <li>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>participate in discussions, presentations, performances</li> </ul>
Maths		<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>continue to practise their mental recall of multiplication tables</li> <li>develop efficient mental methods, for example, using commutativity and</li> </ul>	<p style="text-align: center;"><b>Fractions</b></p> <p style="text-align: center;"><b>Decimals Y4</b></p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> </ul>

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	<p><b>Multiplication and Division</b></p> <p><b>Length and Perimeter</b></p>	<p>associativity</p> <ul style="list-style-type: none"> <li>develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division. solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts</li> <li>measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding, including using the distributive law</li> <li>to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul>	<p><b>Mass and Capacity Y3</b></p>	<ul style="list-style-type: none"> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{7}{5} + \frac{7}{5} = \frac{14}{5}</math>]</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above.</li> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents</li> <li>find the effect of dividing a one- or two-</li> </ul>
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				<p>digit number by 10 and 100, identifying the</p> <ul style="list-style-type: none"> <li>• value of the digits in the answer as ones, tenths and hundredths</li> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• compare numbers with the same number of decimal places up to two decimal places</li> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>
Science	<p><b>Year 3 Light</b> <b>Year 4 Sound</b></p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• 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 light source is blocked by an opaque object find patterns in the way that the size of shadows change.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that</li> <li>• produced it</li> <li>• ☑ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Animals including humans</b> <b>Year 3 MRS NERG, Skeletons</b> <b>Year 4 – digestive system and food chains</b></p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>

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Geography	<p><b>Where does our food come from?</b></p>	<ul style="list-style-type: none"> <li>• Identify that different foods grow in different biomes and say why.</li> <li>• Explain which food has the most significant negative impact on the environment.</li> <li>• Consider a change people can make to reduce the negative impact of food production.</li> <li>• Describe the intentions around trading responsibly.</li> <li>• Explain that food imports can be both helpful and harmful.</li> <li>• Describe the journey of a cocoa bean.</li> <li>• Locate countries on a blank world map using an atlas.</li> <li>• Use a scale bar correctly to measure approximate distances.</li> <li>• Collect data through an interview process.</li> <li>• Analyse interview responses to answer an enquiry question.</li> <li>• Discuss any trends in data collected.</li> </ul>		
History			<p><b>Were the Vikings raiders, traders or settlers?</b></p>	<ul style="list-style-type: none"> <li>• Identify the different reasons for migration to Britain.</li> <li>• Sequence events according to their significance for groups of people.</li> <li>• Explain where the Vikings came from and why they came to Britain.</li> <li>• Make inferences from sources.</li> <li>• Explain how sources can be biased.</li> <li>• Find evidence within a source to support their reasoning.</li> <li>• Describe the parts of a longboat.</li> <li>• Design and creating a longboat.</li> <li>• Describe what the Vikings traded.</li> <li>• Identify Viking trading routes.</li> <li>• Explain whether the Vikings were traders or raiders and providing</li> </ul>

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				<p>supporting evidence.</p> <ul style="list-style-type: none"> <li>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</li> <li>Explain the meaning of cause and consequence.</li> <li>Suggest the cause and consequences of events.</li> <li>Make observations and deductions about artefacts.</li> </ul>
Music	Developing singing technique (Theme: The Vikings)	<ul style="list-style-type: none"> <li>Move and sing as a team, following the lyrics on the screen.</li> <li>Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>Perform rhythms accurately from notation and layer them to create a composition.</li> <li>Add appropriate sound effects to their performances using untuned percussion.</li> <li>Join in with the performances confidently, and reasonably in time and tune.</li> <li>Make suggestions for improving their performance.</li> </ul>	Jazz	<ul style="list-style-type: none"> <li>Explain what ragtime music is.</li> <li>Play on the 'off beat' and sing a syncopated rhythm.</li> <li>Play a call and then improvise a response.</li> <li>Improvise or compose a scat singing performance with sounds and words.</li> <li>Compose and play a jazz motif fluently, using swung quavers.</li> <li>Play a swung rhythm using a tuned percussion instrument.</li> </ul>
DT	Electrical Systems: Torches	<ul style="list-style-type: none"> <li>identify electrical products and explain why they are useful.</li> <li>Help to make a working switch.</li> <li>Identify the features of a torch and how it works.</li> <li>Describe what makes a torch successful.</li> <li>Create suitable designs that fit the success criteria and their own design criteria.</li> <li>Create a functioning torch with a switch according to their design criteria.</li> </ul>		
MFL (French)	Playground games, numbers and age	<ul style="list-style-type: none"> <li>Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</li> <li>Join in with a song using actions.</li> <li>Respond to numbers by showing fingers or ticking on whiteboards.</li> </ul>	In a French classroom	<ul style="list-style-type: none"> <li>Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</li> <li>Join in with a song using actions.</li> <li>Respond to numbers by showing fingers or ticking on whiteboards.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Ask and answer a question about their age.</li> <li>• Change their answers and recognise number words.</li> <li>• Listen carefully and relate sounds to a written phoneme.</li> <li>• Recall numbers one to 12 with increasingly accurate pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer a question about their age.</li> <li>• Change their answers and recognise number words.</li> <li>• Listen carefully and relate sounds to a written phoneme.</li> <li>• Recall numbers one to 12 with increasingly accurate pronunciation.</li> </ul>
<b>Art</b>			<b>Sculpture and 3D: Mega Materials</b>	<ul style="list-style-type: none"> <li>• Try drawing in an unfamiliar way and take risks in their work.</li> <li>• Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>• Draw a simple design with consideration for how its shape could be cut from soap.</li> <li>• Transfer a drawn idea successfully to a soap carving.</li> <li>• Make informed choices about their use of tools.</li> <li>• Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</li> <li>• Show they are considering alternative ways to display their sculpture when photographing it.</li> <li>• Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</li> <li>• Describe how their work has been influenced by the work of El Anatsui.</li> </ul>
<b>PE</b>	<b>Outdoor and Adventurous Activity</b>	<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance</li> </ul>
<b>RE</b>	<b>What does Salvation mean for Christians?</b>	<ul style="list-style-type: none"> <li>• Pupils will reflect on what they already know about what is important to Christians. They will understand that Christians believe that being a Christian involves a relationship with God through Jesus Christ.</li> <li>• Pupils will recall the story of Jesus' death</li> </ul>	<b>Judaism: What is the Torah?</b>	<ul style="list-style-type: none"> <li>• Learn that on the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community. The reading of the Torah is central to the service: during the service there will be readings from the Torah.</li> <li>• In the synagogue the Torah (Sefer</li> </ul>

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		<p>on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.</p>		<p>Torah) is written on parchment, which are written by hand with a special ink.</p> <ul style="list-style-type: none"> <li>• Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</li> <li>• Know the Torah is written in Hebrew.</li> <li>• Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
PSHE  &  RSHE	<b>Health and Well-being</b>	<ul style="list-style-type: none"> <li>• Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.</li> <li>• Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.</li> <li>• Understand the different aspects of my identity.</li> <li>• Identify their own strengths and that they can help other people.</li> <li>• Describe how they would break a problem down into small, achievable goals.</li> <li>• Understand the benefits of healthy eating and dental health.</li> </ul>	<b>Economic Well-being</b>	<ul style="list-style-type: none"> <li>• Recognise some different ways to pay for items.</li> <li>• Explain that money is needed when paying for items using a cheque, bank transfer or card.</li> <li>• Create a simple budget.</li> <li>• Explain how situations involving money can affect our feelings.</li> <li>• Understand that a range of things might influence our spending choices.</li> <li>• Recognise that there is a wide range of jobs available and that personal skills and interests affect career choices.</li> <li>• Understand that stereotypes sometimes exist about the jobs people do.</li> </ul>
	<b>No Outsiders</b>	<ul style="list-style-type: none"> <li>• To show acceptance – <b>Julian is a Mermaid</b> by Jessica Love</li> </ul>	<b>No Outsiders</b>	<ul style="list-style-type: none"> <li>• To help someone accept difference – <b>Along Came a Different</b> by Tom Mclaughlin</li> </ul>

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<b>Computing</b>	<b>Programming A</b> Repetition in shapes	<ul style="list-style-type: none"> <li>• Programming a screen turtle</li> <li>• Programming letters</li> <li>• Patterns and repeats</li> <li>• Using loops to create shapes</li> <li>• Creating a programme</li> </ul>	<b>Data and information</b> <b>Data logging</b>	<ul style="list-style-type: none"> <li>• Answering questions</li> <li>• Data collection</li> <li>• Logging</li> <li>• Analysing data</li> <li>• Data for answers</li> <li>• Answering my question</li> </ul>
	<b>Online Safety</b>	<ul style="list-style-type: none"> <li>• I am safe</li> </ul>	<b>Online Safety</b>	<ul style="list-style-type: none"> <li>• I am safe</li> </ul>