

Crayke Church of England Primary School

Curriculum Learning Tree

Holly Class Spring Term 2024 Year B

Theme: Tales from Dragon Mountain

Enquiry Question: Why do people live on volcanoes and mountains?

Maths: Following White Rose Maths

Year 3

Number: Multiplication and division B

Times tables, sharing, grouping, equal groups, multiple, multiply by, divide by, array, fact families, regrouping

Measure: Length and perimeter

Metres (m), centimetre (cm), millimetre (mm), height, length, width, perimeter, further/furthest, higher/highest, longer, longest, shorter/shortest, taller/tallest.

Number: Fractions A

Numerator, denominator, unit fraction, non-unit fraction, equivalent.

Measure: Mass and capacity

Mass, gram (g), kilogram (kg), capacity, volume, millilitre (ml), litre (l), lighter, heavier.

Year 4

Number: Multiplication and division B

Multiply, groups of, lots of, times, divide, share, remainder, factor, multiple, product.

Measure: Length and perimeter

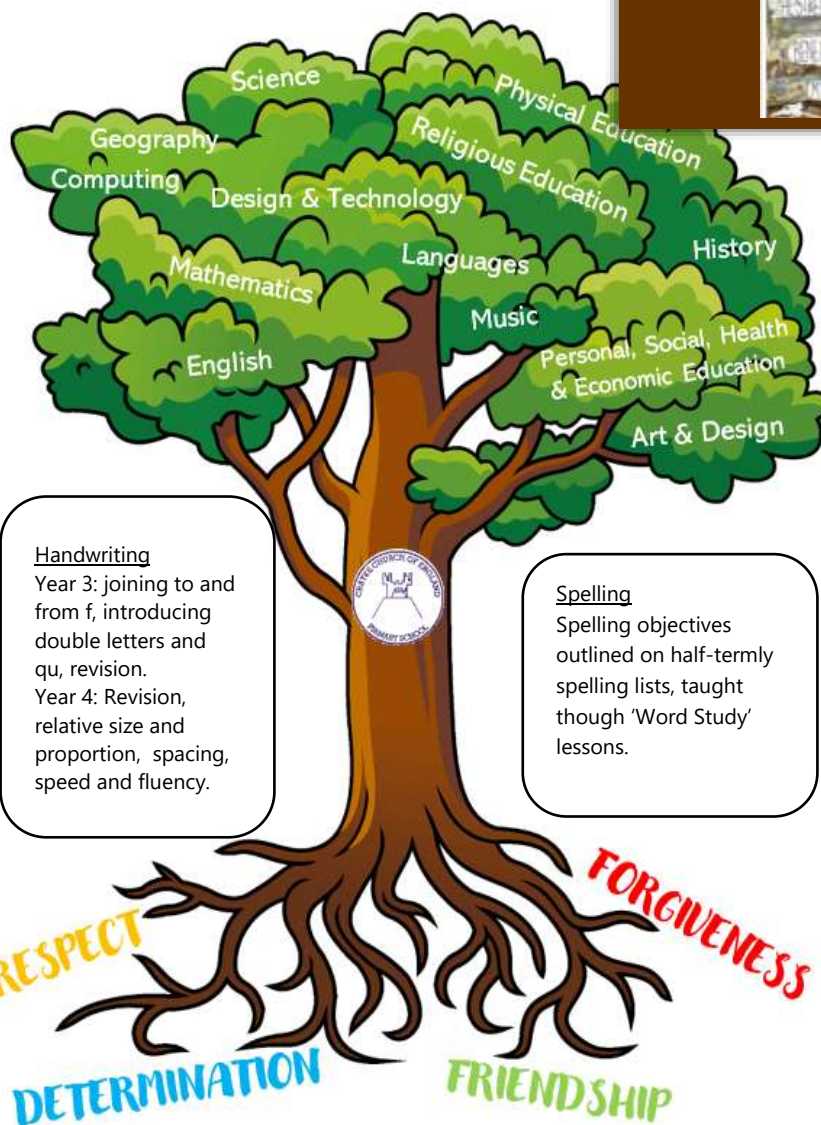
Perimeter, centimetres (cm), metres (m), squares, distance, millimetres (mm), kilometres (km) length, width, rectangular.

Number: Fractions

Numerator, denominator, unit fraction, non-unit fraction, equivalent, quantities, whole, mixed number, improper fraction.

Number: Decimals A

Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, decimal point, place value.



Handwriting

Year 3: joining to and from f, introducing double letters and qu, revision.

Year 4: Revision, relative size and proportion, spacing, speed and fluency.

Spelling

Spelling objectives outlined on half-termly spelling lists, taught through 'Word Study' lessons.



English

Reading

Reading Weekly 'Book Club' sessions to develop reading for pleasure.

Continue reading *The Boy at the Back of the Class* as a class text.

A focus on fluency and vocabulary, using Little Wandle 'fluency' texts matched to fluency assessments.

Writing

Non-chronological report: Explanation (*The Street Beneath my Feet*)

Recount: Based upon 'Stunning start' – Volcanos and Earthquakes workshop.

Punctuation and Grammar

Complex sentences using when, if, as; adverbials (when); nouns and pronouns; present perfect forms of verbs, conjunctions to express time and cause (when, so, before, after, while, because); adverbs to express time and cause and how often (then, next, soon, additionally, rarely); fronted adverbials, comma after fronted adverbials.

Speaking and Listening

Skills taught and rehearsed across the curriculum

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Science:

Rocks – * Types of rocks * Grouping rocks * Fantastic fossils – how they are formed * Mary Anning – changes related to simple scientific ideas about fossils * Soil formation and profiles.

Igneous rock, sedimentary rock, metamorphic rock, magma, lava, sediment, permeable, impermeable

Living things and their habitat – * Identify different types of forces acting on objects * Compare how things move on different surfaces * Notice that magnetic forces can act at a distance * Compare and group materials according to whether they are magnetic * Describe magnets as having 2 poles * Observe how magnets attract and repel

Forces, friction, surface, magnet, magnetic, magnetic field, poles, repel, attract.

Music – Sing Education

Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder) Focus: Performing: Instrumental Performance: develop of ensemble skills, engage in call and response activities using the glockenspiel or recorder, learn to actively listen, respond, and cooperate in a musical way, begin to read ensemble notation. Ensemble Skills, Staff Notation, Stave, Call and Response , Practise using all of the singing names do, re, mi, fa, so, la, ti

Composition Skills 1: Pitch, Rhythm, and Structure Focus: Composing and Improvisin: describe music and how it makes you feel, growing composition and improvisation skills, crafting musical pieces, using the notation skills introduced in previous years, explore fundamental aspects of musical structure Composition, Pitch, Rhythm, Structure, Ostinato, Conductor, Tonese

Geography

*What is under the Earth's surface? * Understand volcanoes * Understand earthquakes * Understand tsunamis * Understand tornadoes * UK hills and mountains
Cumulonimbus cloud, erupt, fossils, magma, tectonic plates, humus, topsoil, subsoil, bedrock, crust, mantle, outer core, inner core.

PSHE – One Decision

Computer Safety: Online Bullying & Assessment Baseline– recognise values to create a positive online relationship, identify feelings & emotions around online bullying, identify who and how to ask for help, develop strategies to use around online bullying

Online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours

Being Responsible: coming home on time & Assessment Baseline – recognise importance of behaving responsibly, describe situations where being punctual is important, explain importance of rules at home, describe responsible and sensible behaviour

Punctual, responsible, irresponsible, appointment

Keeping/ Staying Healthy: Healthy Living & Assessment Baseline – explain what a balanced diet/ meal is, recognise how our diet affects us now and when older, understand nutritional information, describe ways to maintain a healthy lifestyle
Lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie

Religious Education

L2.6 Why do some people think life is a journey? (NY)
Journey, metaphor, ritual, initiation, Judaism, Bar Mitzvah, Bat Mitzvah, synagogue, orthodox, Dharma, Karma, Moksha, Sacred Thread Ceremony, Marriage.

L2.7 What does it mean to be a Christian? (NY)
Bible, Palm cross, crucifix, church, Sunday school, worship, Holy Communion, injustice, spirituality.

Computing

Writing for Different Audiences

Children will learn that you can use technology to organise, develop, reorganise and explore ideas and that working with information in this way can aid understanding.

Font, style, understanding, audience, formatting, communications, audience, impact, simulate, scenario, community, campaign,

Logo

Children will learn common commands and constructs of the Logo programming language and develop their ability to compose algorithms for drawing mathematical structures and turn them into code.

2Logo, command, instructions, procedures, code, error, predict, pen up, pen down

Animation

Children will learn to create simple and complex animations using the 2Animate programme.

Animation, frame, film, cartoon, stop motion, simple, complex, flick book

Languages (Spanish) Language Angels

I know how

To learn 10 high frequency infinitive verbs, know how to use the verb 'ser' (sé) with the infinity verbs. To learn how to use the conjunctios 'y' (and) and 'pero' (but) in Spanish.

Patinar, bailar, cantar, cocinar, tocar un instrument, dibujar, nadar, montar en bicicleta, hablar español, sé, no sé,

Fruits

Recognise, recall, and spell up to 10 fruits in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Learn how to say 'I like' and 'I do not like' in Spanish using the verb 'gustar'
una ciruela, un kiwi, una cereza, unkiwi, un melocotón, un plátano, una fresa, una manzana, un albaricoque, una pera, me gustan, no me gustan, las frutas pájaro, una oveja, una vaca, un mono, un pato

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DT

Electrical systems: Torches

Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.

Battery, bulb, buzzer, cell, conductor, copper, design criteria, electrical item, electricity, electronic item, insulator, series circuit, switch, test, torch, wire.

Mechanical systems: Making a slingshot car

Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.

Aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure.

P.E

Swimming and water safety:

*swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] *perform safe self-rescue in different water-based situations

Front crawl, freestyle, backstroke, breaststroke, butterfly, float, dive

Dance: Wild animals

*Respond to stimuli *Developing character dance in to a motif *Extend and develop sequences with a partner *Extend dance skills in choreography

*Performance

Expression, creativity, choreograph, motifs, sequences, character

Gymnastics: Bridges (Mr Shimwell)

*Intro to bridges * application of bridge learning onto apparatus * Developing sequence ideas with bridges * Performance

Excellent gymnastics, extension, control, interesting, bridge, levels, flow.

Art

Drawing: Sketching dragons Exploring pencil techniques

Blend, details, medium, shade, texture, tone, cross-hatching, stippling, scumbbling

Sculpture: Clay dragon eyes Mark making & texture creating in clay

Ceramics, malleable, sculpture, texture, material, clay, techniques,

Painting: Dragons watercolours

Jackie Morris (contemporary) inspired artwork linked to key text 'Tell Me A Dragon'

Analogue colours, colour, primary colour, secondary colour, shade, tint, water colour, wash, background

Key vocabulary is denoted in blue