

# Crayke Church of England Primary School

## Curriculum Learning Tree

Holly Class Autumn Term 2025 Year B

### Theme: Our Blue Planet

### Enquiry Question: How can we care for our blue planet?

#### Maths- Based on White Rose Maths

Number: Place Value- Children will learn to Identify, represent and estimate numbers using different representations including the number line, recognise the place value of each digit in a number, read and write numbers up to 1000 in numerals and words and to compare and order numbers up to 1000.

Place value, digit, thousands, hundreds, tens, ones, partition, more, less, greater than, less than, estimate, compare, order, round, roman numerals.

Number: Addition and Subtraction- Children will learn how to add and subtract 1s, 10s, 100s and 1000s across a boundary, add and subtract up to two 4-digit numbers with an exchange and estimate answers.

Place value, partition, addition, subtraction, exchange, boundary, ones, tens, hundreds, thousands, estimate.

Number: Multiplication and Division- children will learn their times tables up to 12, understand division as sharing and grouping and multiply and divide a number by 1 and itself.

Multiply, divide, array, times-table, share, group.

Measurement: Area- children will develop a basic understanding of area through counting squares, making their own shapes and compare areas.

Area, greater, smaller, squares, shape, compare.

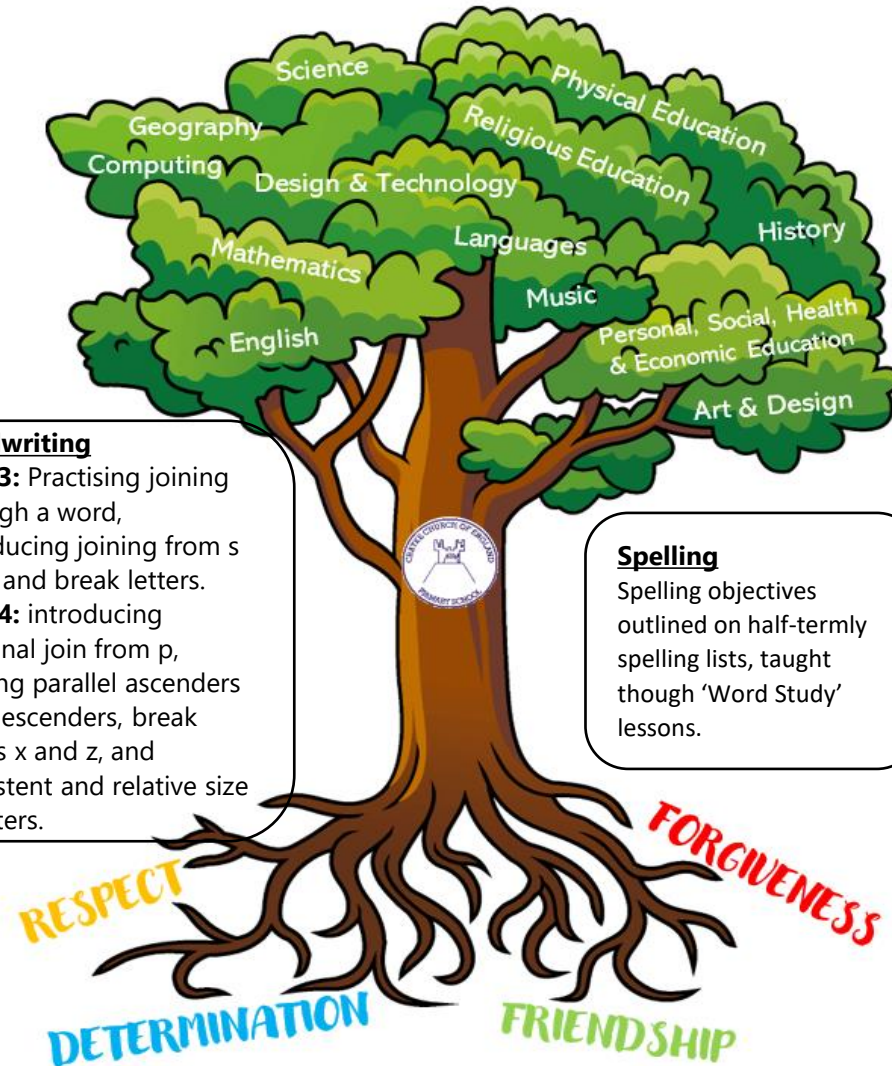
#### Handwriting

**Year 3:** Practising joining through a word, introducing joining from s and r and break letters.

**Year 4:** introducing diagonal join from p, revising parallel ascenders and descenders, break letters x and z, and consistent and relative size of letters.

#### Spelling

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



### Key Text Bookshelf

#### English

##### Reading

Daily reading of the class book to encourage reading for pleasure. Children will have the opportunity to make productions about the book and discuss words and phrases that capture the readers imagination.

Children will take part in small fluency groups reading a chapter of a high-quality Little Wandle book 3 times a week. The sessions have a focus on fluency, understanding and inference.

Children will begin to develop their reading using the Crayke 6 Ps of prosody- passion, pace, pitch, power, pause, punctuation.

##### Writing

Narrative (Jane Considine unit)- Based on the wordless picture book 'The Whale'.

Poetry- Water and river themed and environment themed poetry

Letters- flooding and plastic waste.

##### Punctuation and Grammar

Pronoun, possessive pronoun, past tense, first person, emotive language, time adverbs, fronted adverbials, structure, third person, formal language, direct speech.

##### Speaking and Listening Skills

Taught and rehearsed across the curriculum.

### History (geography main focus)

Observe and explain changes in locality and make comparisons between Crayke and the Lake District.

*Settlement, agriculture, civilisation, compare, contrast, differences, changes.*

### Art

Sculpture including elements of painting and collage- create sea creatures made from recycled materials. Collage and painting skills then applied for an enhanced finish, inspired by the work of Darrell Wakelam.

*Sculpt, refine, enhance, vibrant, texture, recycled materials, sustainable, environment.*

Digital media - creating a record of the trip in the form of an edited video.

*Video, editing, voiceover, film.*

### DT

Structure: Pavilions- produce a free-standing frame structures of different shapes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure.

*Aesthetic, cladding, design criteria, evaluation, frame structure, function, inspiration, pavilion, reinforce, stable, structure, target audience, texture, theme.*

Cooking and nutrition: Adapting a recipe- Follow a recipe and describe some features based on taste, smell, texture and appearance. Adapt a recipe by adding extra ingredients to it.

*Adapt, budget, building hire, equipment, evaluation, flavour, ingredients, method, net, packaging, prototype, quantity, target audience, unit of measurement, utilities.*

### PSHE

Keeping/staying safe: Road safety - Children will learn how to stay safe crossing the road.

*Community, pedestrian, choice, zebra crossing, pelican crossing, puffin crossing, toucan crossing, avoid, situation risk safe, imagery.*

Feelings and emotions- Children will explore the feeling of jealousy, why people feel jealous and how to deal with the feeling.

*Recognising, loneliness, frustration, experience, jealousy.*

### Religious Education

L2.4 Why do people pray? (Thematic- Christians and Hindus)

Children will investigate why people may choose to pray, exploring personal reasons for Christians and Hindus.

*Prayer, intercession, confession, thanks, praise, help, silence, puja tray, shrine.*

L2.2 Why is the Bible so important for Christians today? Children will explore why the Bible is important to Christians and how they may use it to guide their faith and support their decision making.

*Questions, ancient wisdom, chapters, verses, testaments, God, creation, the fall, incarnation, salvation.*

### Science

States of matter- Identify the difference between solids, liquids and gases, classify objects and their properties. Work scientifically and collaboratively to investigate the weight of a gas, find the ideal temperature to melt chocolate and explore in-depth how water changes state, exploring melting, freezing, condensing and evaporation with the geography link to the stages of the water cycle.

*States, solid, liquid, gas, water vapour, melt, freeze, evaporate, condense, precipitation.*

Living things and their habitat- Explore a variety of ways to identify, sort, group and classify living things including animals by invertebrates and vertebrates and identify differences within these classifications. Use and create classification keys to group, identify and name living things from the local habitat and beyond. Identify human and natural changes and the impact of these on the environment.

*Organisms, life processes, respiration, sensitivity, reproduction, excretion, nutrition, habitat, environment, endangered species, extinct, classification, vertebrates, invertebrates, specimen, characteristics.*

### Music

Creating and Performing- Exploring classical music.

*Dynamics, tempo, pitch, rhythm, orchestra, conductor, symphony. Musicianship- becoming musicians.*

*Call and response, pulse, beat, repetition, contrast, warm-up, breathing, harmony.*

### Geography

Explore human and physical features of the local area and how that has changed over time and compare with a European location.

Introduction to the water cycle and explore the processes of evaporation and condensation through practical activities.

Consider water as a finite resource, be introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

*Human features, physical features, compare, contrast, water cycle, evaporation, condensation, melting, freezing, water vapour, pollution, conservation.*

### Computing

Coding- design and create an interactive scene using different coding commands.

*Action, alert, background, bug, button, click event, code,*

Online Safety- understand the importance of passwords, whether information online can always be trusted and age-appropriate content.

*Blog, appropriate, inappropriate, password, personal information, spoof.*

Spreadsheets- understand how to use spreadsheets to create charts and graphs.

*Advance mode, bar graph, equals, data, cell address, rows, columns, pie chart, bar graph, line graph.*

### Spanish

I am learning Spanish- to locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.

*iHola!, iAdios!, iHasta!, iBuenos dias!, leugo, me llamo, estoy bein, estoy mal, mas o menos. Uno, dos, tres, cuatro, cinc, seis, siete, ocho, nueve, diez. Azul, marron, rojo, negro, gris, morado, amarillo, naraya, blanco, verde.*

Animals- Recognise, recall and spell up to 10 animals in Spanish with their correct indefinite article or determiner. Understand that there are more articles or determiners in Spanish than English and use and become more familiar with the high-frequency 1<sup>st</sup> person conjugated verb 'soy' (I am).

*Un caballo, un ratón, un cerdo, un león, un Conejo, un pájaro, una oveja, una vaca, un mono, un pato.*

### P.E

Games: Invasion: Netball (Mr Shimwell)

*\*Introduce passing and receiving, defending. \**

*Creating space and keeping possession. \**

*Transition between attack and defence. \* Shooting.*

*\* Attack-moving the ball up the court. \**

*Tournament.*

*Attacker, defender, possession, chest pass, football*

Dance: Weather

*\*Respond to stimuli to add drama \*Move with expression & creativity \*Create thematic motifs*

*\*Execute wider variety of movements with a partner \*Extend dance skills forming longer sequences \*Performance*

*Expression, creativity, choreograph, motifs, sequences*

Gymnastics: Symmetry and Asymmetry

*\*Explore movements and balances in a symmetrical and asymmetrical way. \* Recreate symmetrical balances on apparatus, move out of them and form a sequence. \* Travel to a new piece of apparatus. \* Perform and assess sequence.*

*Excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical,*

Games: Invasion: Football (Mr Shimwell)

*\*Dribbling to keep control and possession of the ball. \* Passing and receiving. \* Creating space. \**

*Mini games. \* Tournament.*

*Attacker, defender, space, possession, free kick, penalty*