**CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW Conkers TERM 1 (2024-25)**

**Year Group: 3/4 Mon-Tues Mrs Lakin-Hall / Wed-Fri Mrs Gibson.**

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| **Week** | **Week 1**  | **Week 2**  | **Week 3**  | **Week 4** | **Week 5**  | **Week 6** | **Week 7** |
| **Week Beginning**  | *4th- 8th September* | *11th- 15th September* | *18th – 22nd September* | *25th- 29th September* | *2nd- 6th October* | *9th- 13th* *October*  | *16th- 20th October* |
| **Notable Dates/Trips** | Welcome back to school activities. Rule setting  |   | Harvest Festival 22/9/23 @ 10:30am |  | **Black History Month** **Kent Life Visit- 4/11/23**  |  |  |
| **Writing** | We are HereDetailed planning in 2023-24/Conkers Y3/Planning/T1/English/4.9.23  | We are HereDetailed planning in 2023-24/Conkers Y3/Planning/T1/English/4.9.23  | Ug Detailed planning in 2023-24/Conkers Y3/Planning/T1/English/18.9.23  | UgDetailed planning in 2023-24/Conkers Y3/Planning/T1/English/18.9.23  | UgDetailed planning in 2023-24/Conkers Y3/Planning/T1/English/18.9.23  | UgDetailed planning in 2023-24/Conkers Y3/Planning/T1/English/18.9.23  | UgDetailed planning in 2023-24/Conkers Y3/Planning/T1/English/18.9.23  |
| **Reading****Literacy Shed VIPERS**  | Pebbles in my Pocket | Pebbles in my Pocket | Pebbles in my Pocket | Pebbles in my Pocket | Pebbles in my Pocket | Ug | Ug |
| **Mathematics** | **Place Value****Step 1** Represent numbers to 100 **Step 2** Partition numbers to 100 **Step 3** Number line to 100 **Step 4** Hundreds **Step 5** Represent numbers to 1,000 | **Place Value****Step 6** Partition numbers to 1,000 **Step 7** Flexible partitioning of numbers to 1,000 **Step 8** Hundreds, tens and ones **Step 9** Find 1, 10 or 100 more or less **Step 10** Number line to 1,000 | **Place Value****Step 11** Estimate on a number line to 1,000 **Step 12** Compare numbers to 1,000 **Step 13** Order numbers to 1,000 **Step 14** Count in 50sEnd of Unit Assessment. | **Addition and Subtraction****Step 1** Apply number bonds within 10 **Step 2** Add and subtract 1s **Step 3** Add and subtract 10s **Step 4** Add and subtract 100s **Step 5** Spot the pattern | **Addition and Subtraction****Step 6** Add 1s across a 10 **Step 7** Add 10s across a 100 **Step 8** Subtract 1s across a10**Step 9** Subtract 10s across a 100 **Step 10** Make connections | **Addition and Subtraction****Step 11** Add two numbers (no exchange) **Step 12** Subtract two numbers (no exchange) **Step 13** Add two numbers (across a 10) **Step 14** Add two numbers (across a 100) **Step 15** Subtract two numbers (across a 10) | **Addition and Subtraction****Step 16** Subtract two numbers (across a 100) **Step 17** Add 2-digit and 3-digit numbers **Step 18** Subtract a 2-digit number from a 3-digit number **Step 19** Complements to 100 **Step 20** Estimate answers |
| **Science****Electricity** **SMi** | Comparing types of appliances (battery and mains).  | Making an electrical circuit. What are the key components?  | What is a complete electrical circuit?  | How do we use switches in an electrical circuit? | What materials conduct and insulate electricity? | Electricity investigations- How can we test if something is conductive or insulating? | Electrical Reasoning- Applying knowledge to different situations and predicting what will happen.  |
| **Computing****SC** | E- SafetyPupil Activity Code: **ESA4****Activity 1** | E- Safety ‘sharing online’ and permissions to share photos (Video 2 and 3) | E-SafetyReal world vs virtual when online. (Video 2 and 3 + questions)Who to trust. | E-SafetyBeing kind in the real world / online. (Activity 3 Kindness Kingdom) | E-SafetyUnderstand the importance of using avatars and how to make them. (Activity 4) | Touch typing skills | Touch typing skills |
| **Music****GLH** | Learn to play G and A on the Ocarina | Practise G and A and add B on the Ocarina | Learn to play tunes using G, A, B such as Hot Cross Buns | What G, A and B look like on a musical stave | Rhythms on G, A and B | G, A, B, G ostinato whilst Teacher plays tunes that fit. | Create own simple tunes writing and ‘reading’ the musical notes. |