**CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW Conkers TERM 2 (2024-25)**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Week 1**  | **Week 2**  | **Week 3**  | **Week 4** | **Week 5**  | **Week 6** | **Week 7** |
| **Week Beginning**  | *4th – 8th November* | *11th – 15th November* | *18th – 22nd November* | *25th – 29th November* | *2nd – 6th December* | *9th – 13th December* | *16th – 20th December* |
| **Notable Dates/Trips** | 4/11   Enrichment Day *8/11 Remembrance Service in Church*  |  15/11 Children in Need  |  |  | **2/12 Xmas Tree Decorating**  7/12/24 Christmas Fair   | Year R and KS1 Nativity Dress Rehearsals to school  | 19/12 Christmas Jumper Day  20/12/2024  Nativity Service in Church   |
| **English**  | The Orchard Book of Greek Myths.Immersive description of Ancient Greek Life. | The Orchard Book of Greek Myths.Immersive description of Ancient Greek Life. | The Orchard Book of Greek Myths.Recount from alternative perspective. | The Orchard Book of Greek Myths.Recount from alternative perspective. | The Orchard Book of Greek Myths.Non-chronological report. | The Orchard Book of Greek Myths.Non-chronological report. | The Orchard Book of Greek Myths.Non-chronological report. |
| **Spellings**(Spelling Shed)Y3  | N/A | **Step 7:****Words with the prefix re-** | **Step 8:** **Words with the prefix dis-**disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree | **Step 9:** **Words with the prefix 'mis-'**mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid  | **Step 10:****Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words** developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened | **Step 11:****Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words** forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped | **Step 12:****Challenge Words** centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore  |
| **Spellings**(Spelling Shed)Y4 | N/A | **Step 7:****Words with the suffix -ation** | **Step 8:** **Words with the suffix -ation**  | **Step 9:Words with the suffix '-ly'** | **Step 10:** **Words ending in '-lly'** | **Step 11:** **Words where 'ch' makes a /sh/ sound** | **Step 12:** **Challenge words** |
| **Whole Class Reading****Key skill** | Prediction  | Clarifying | Summarising  |  Questioning  |  Word retrieval | Making Connections | Inference  |
| **Mathematics****Year 3**  | **Addition and Subtraction****Step 18** Subtract a 2-digit number from a 3-digit number **Step 19** Complements to 100 **Step 20** Estimate answers**Step 21** Inverse operations**Step 22** Make decisions | **Multiplication and division****Step 1** Multiplication – equal groups**Step 2** Arrays**Step 3** Multiples of 2**Step 4** Multiples of 5 and 10**Step 5** Sharing and grouping | **Multiplication and division****Step 6** Multiply by 3**Step 7** Divide by 3**Step 8** The 3 times table**Step 9** Multiply by 4**Step 10** Divide by 4 | **Multiplication and division****Step 11** The 4 times table**Step 12** Multiply by 8**Step 13** Divide by 8**Step 14** The 8 times table**Step 15** The 2, 4 and 8 times tables  | **Multiplication and division****Assessment of unit** | Consolidation of Multiplication and Division unit. | Consolidation of Multiplication and Division unit. |
| **Mathematics**(Y4) | **AREA****Step 1** What is area? **Step 2** Count squares **Step 3** Make shapes **Step 4** Compare areas **ASSESSMENT** | **Step 1**Multiples of 3**Step 2** Multiply and divide by 6**Step 3**6 times-table and division facts**Step 4**Multiply and divide by 9 | **Step 5**9 times-table and division facts**Step 6**The 3, 6 and 9 times-tables**Step 7**Multiply and divide by 7**Step 8**7 times-table and division facts**Step 9**11 times-table and division facts | **Step 10**12 times-table and division facts**Step 11**Multiply by 1 and 0**Step 12**Divide a number by 1 and itself**Step 13**Multiply three numbers | **ASSESSMENT of Unit****ASSESSMENT OF TERM 1+2 LEARNING.** | Consolidation of Multiplication and Division unit. | Consolidation of Multiplication and Division unit. |
| **Science**Y3Light | LQ Can we see about light? | L.Q. How does light behave when it is reflected? | L.Q. Can we change how shadows are formed? | L.Q. How can we protect our eyes from the sun? | L.Q. Do shadows stay the same all day? | Revisit and assessLearn about Isamu Akasaki and his contribution to science.Link to school development plan objective. | Church |
| **Science**Y4(SG) | **Sound**How do we hear sounds? | **Sound**What patterns can you find between the strength of vibrations and volume of a sound? | **Sound**What happens to sound as the distance from the sound source increases? | **Sound**What material provides the best insulation against sound? | **Sound**How do the features of an object affect the pitch of the sound it makes? | **Sound**Consolidation and summative assessment. | **Church** |
| **Computing**(ilearn2)(Programming) | Recording sound  | Editing audio  | Planning a podcast  | Creating a podcast  | Behind the scenes  | Evaluation podcasts  | Assessment week  |
| **Music****Y3**(GLH) | OcarinaPerforming three familiar tunes with fluidity. | Learning Frere Jacques | Practising 4 songsLearning Yankee Doodle | Practising Yankee Doodle and Performing Frere Jacques. | Learning Jingle Bells | Practising Jingle Bells and Performing repertoire | Practising and performing repertoire with musical backing track. |
| **Music****Y4**(GLH) | Learning about the language of music through playing the glockenspiel. | Learn to play ‘Roundabout’,  | Learn to play ‘Portsmouth’ | Learn to play ‘What’s Up | Learn to play ‘Play your music’. | Composition on Glockenspiels | Composition on Glockenspiels |
| **French** (MM)Y3 | Revisions  | To practise and embed the phonics knowledge 2 To use the question 'As-tu?(Do you have?) in a game  | To learn the nouns for items in a pencil case  | To embed the pencil case nouns 2 To ask 'Do you have a..?' and respond  | To ask 'What do you have in your pencil case?' and respond  | To learn a Christmas song   | To learn some key facts about Christmas in France and make a Christmas card.  |
| **French** (MM)**Y4** | Revisions  | To learn some typical exclamations in French  | To use language of days, dates, and celebrations to make a birthday party invitation  | To learn new Christmas vocabulary, and revise numbers  | To learn a Christmas song  | To learn about la Fête des Rois - ephipany    | French Christmas Traditions  |
| **RSHE**(SG) | Kapow Yr3Relaxation | Kapow Yr3Wonderful me | Kapow Yr3My superpowers | Kapow Yr3Resilience | Kapow Yr3Communicating my feelings | Kapow Yr3Diet and dental health | Kapow Yr3 |
| **RE**(GLH) | **Judaism Unit**What is Passover and how is it linked to the Israelite Exodus from Egypt? | **Judaism Unit**What was the context in which the 10 commandments were created? | **Judaism Unit**What are the first five commandments and which one seems the most important? | **Judaism Unit**What are the second five commandments and which one seems the most important? | **Judaism Unit**What makes a rule easy or difficult to follow and why should we still do so? | **Judaism Unit**What would be your own greatest commandment for living? | **Judaism Unit**Which of the 10 Commandments do you consider most relevant today?  |
| **Geography**(SG) | **Greece - Athens**Where is Europe located and what are the countries like? | Why would you visit the Mediterranean? | Why are migrants coming to Greece? | What is the landscape of Greece like? Physical | Where would you visit in Athens? Human | How does eveyday life in Athens compare with that in other places? | Consolidation |
| **PE** | Hockey | Hockey | Hockey | Hockey | Hockey | Hockey | Hockey |
| Rounders | Rounders | Rounders | Rounders | Rounders | Rounders | Rounders |
| **DT**(SG) | 2D shape to 3D product (projects on a page)  Children to make their own Christmas stockings?   | To explore and analyse existing products  | To explore different ways to join fabric using sewing skills  | To design a Christmas stocking  | To use sewing skills to make the shape a Christmas stocking  | To use sewing and joining skills to decorate a Christmas stocking  | I can evaluate a finished product  |