**CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW Conkers TERM 2 (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 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**  Y3  Light | 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 assess  Learn 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) | Ocarina  Performing three familiar tunes with fluidity. | Learning Frere Jacques | Practising 4 songs  Learning 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 Yr3  Relaxation | Kapow Yr3  Wonderful me | Kapow Yr3  My superpowers | Kapow Yr3  Resilience | Kapow Yr3  Communicating my feelings | Kapow Yr3  Diet 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 |