**CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW Conkers TERM 4 (2024-25)**

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

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| **Week** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Week Beginning** | 24.2.25 | 3.3.25 | 10.3.25 | 17.3.25 | 24.3.25 | 31.3.25 |
| **Notable Dates/Trips** |  | 6.3.25 World Book Day | Science Week | Assessment Week | 25.3.25 – River outing | 4.4.25 Church pm |
| **English** | **The Last Bear**  Persuasive writing | **The Last Bear**  Persuasive writing | **The Last Bear**  Narrative (alternative ending) | **The Last Bear**  Narrative (alternative ending) | **The Last Bear**  Newspaper report about climate change | **The Last Bear**  Newspaper report about climate change |
| **Spellings**  (Spelling Shed)  Y3 | N/A | Step 19: Words ending in ‘al’ | Step 20: Words ending in ‘le’ | Step 21: Words ending in ‘-ly’ where the base word ends in ‘le’ | Step 22: Words ending in ‘-ly’ where the base word ends in ‘-ic’ | Step 23: Words ending in ‘-ly’; exceptions |
| **Spellings**  (Spelling Shed)  Y4 | N/A | Step 19: Words where ‘au’ makes an /or/ sound | Step 20: Words ending in ’-tion’ | Step 21: Words ending in ’-sion’ | Step 22: Words ending in ’-cian’ | Step 23:Words that are adverbs of manner |
| **Whole Class Reading** | Prediction | Clarifying | Summarising | Questioning | Word retrieval | Making Connections |
| **Mathematics**  (Y3) | **LENGTH AND PERIMETER**   1. Measure in metres and centimetres 2. Measure in millimetres 3. Measure in centimetres and millimetres 4. Measure in metres, centimetres and millimetres | 1. Equivalent lengths, metres and centimetres 2. Equivalent lengths, centimetres and millimetres 3. Compare lengths 4. Add lengths 5. Subtract lengths | 1. What is perimeter? 2. Measure perimeter 3. Calculate perimeter   End of unit assessment | **MASS AND CAPACITY**   1. Use scales 2. Measure mass in grams 3. Measure mass in kilograms and grams 4. Equivalent masses – kilograms and grams 5. Compare mass | OUTING 25.3.24   1. Add and subtract mass 2. Measure capacity and volume in millilitres 3. Measure capacity and volume in litres and millilitres 4. Equivalent capacities and volumes – litres and millilitres | 1. Compare capacity and volume   **Assessment of unit**  **White Rose progress checks -arithmetic and reasoning.**  **Consolidation of fractions/mass and capacity/areas of weakness.** |
| **Mathematics**  (Y4) | **FRACTIONS**   1. Understand the whole 2. Count beyond 1 3. Partition a mixed number 4. Number lines with mixed numbers | 1. Compare and order mixed numbers 2. Understand improper fractions 3. Convert mixed numbers to improper fractions 4. Convert improper fractions to mixed numbers 5. Equivalent fractions on a number line | 1. Equivalent fraction families 2. Add two or more fractions 3. Add fractions and mixed numbers 4. Subtract two fractions 5. Subtract from whole amounts | 1. Subtract from mixed numbers   *ASSESSMENT WEEK*  **DECIMALS A**   1. Tenths as fractions 2. Tenths as decimals 3. Tenths on a place value chart 4. Tenths on a number line | *OUTING*  *FRACTIONS ASSESSMENT*   1. Divide a 1-digit number by 10 2. Divide a 2-digit number by 10 3. Hundredths as fractions | 1. Hundredths as decimals 2. Hundredths on a place value chart 3. Divide a 1- or 2-digit number by 100   DECIMAL ASSESSMENT |
| **Science**  Y3 | How are seeds dispersed? | What are the main functions of the different parts of a flowering plant? | How do plants make food and how is water transported? | Do all plants need the same things to stay alive? | Who was George Washington Carver and why was he so important? Link to school development plan objective. | CHURCH |
| **Science**  Y4 | **ANIMALS, INCLUDING HUMANS** Why do we have different shaped teeth? | What can we tell about an animal from looking at its teeth? | What happens to our food when we eat it? | Can models help us understand human processes? | Why are food chains important? | CHURCH (consolidate in term 5) |
| **Computing**  **Y3** | Yes or no question | Making groups | Creating a branching database | Structuring a branching database | Planning a branching database | Making a dinosaur identifier |
| **Computing**  **Y4** | Answering questions | Data collection | Logging | Analysing data | Data for answers | Answering my question |
| **Music**  **Y3** | **THE DRAGON SONG**  Charanga Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
| **Music**  **Y4** | **LEAN ON ME**  Charanga Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
| **French**  (MM)  Y3 | To learn nouns for different fruits | To consolidate nouns and fruits | To learn the names of the days of the week | To consolidate numbers and days of the week | To learn food nouns from the Hungry Caterpillar story | To consolidate the new language |
| **French**  (MM)  **Y4** | To learn the nouns for parts of the face | To combine adjectives and nouns to describe faces | To combine adjectives and nouns to describe faces with shapes and colours learned from previous term | To learn the nouns for parts of the body | To learn the nouns for parts of the body 2 | To design and describe a monster picture |
| **RSHE** | **CITIZENSHIP**  Rights of the child | Rights & responsibilities | Recycling | Local community groups | Charity | Local democracy |
| **RE** | **WHAT IT LIKE TO FOLLOW GOD?** | How did Noah follow God? | Why might someone follow God? | What promises might I make? | OUTING | What happens at a wedding and why? |
| **Geography** | **RIVERS**  What is a river? | How are rivers used? | What are the features of a river? | How are rivers affected by humans? | What is the impact of flooding? | Where are the world’s longest rivers? |
| **PE** | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| Netball | Netball | Netball | Netball | Netball | Netball |
| **DT** | To take inspiration from existing designs | To understand different types of shell structures and how to strengthen them | To plan my own design | To make a shell structure | To evaluate |  |