**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 25.3.241. 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  |  |