




Beech Class Spring Term Curriculum Overview

over a range of topics in the following subjects during our 2nd term in Year 3/4. The following information applies up until the Easter break.

	Focus	
 Aim for the Highest	<p>We will begin the start of the new year by studying a range of fantastic new texts, which will lead us up to Easter.</p> <p>Anthology of Intriguing Animals, a beautifully illustrated non-fiction text. The children will work to create our own Beech Class Anthology of Intriguing Animals Book, to share with the school.</p> <p>Leon and the Place Between, an imaginative fictional narrative. Children will develop their creative writing skills, when writing their own stories.</p> <p>Carry Me Away, linked to our Anthology, we focus on poems about animals. They will be taught further poetic devices, which they can apply to their own writing.</p> <p>The Paper Bag Prince, A fictional narrative about a wise old man who visits the town dump every day, moves into an abandoned train there and watches as nature gradually reclaims the polluted land.</p>	<p>Anthology of Intriguing Animals</p> <p>To help the children with their writing, they will need to obtain and retain knowledge on their chosen animal. Any research would be marvellous.</p> <p>Poetry</p> <p>Ask the children to write poems about any subject for pleasure, using the skills they have just learnt before Christmas.</p> <p>Rainbow Spellings</p> <p>The children continue to make progress on their spellings, which is fantastic! Please encourage regular practice. Please follow the link below.</p> <p>https://www.sampford-peverell-primary.devon.sch.uk/website/english_and_phonics/484782</p>
Maths	<p>Multiplication & Division</p> <p>The children will start the year by looking at multiplication and division, before moving into length and perimeter. After half term, they will begin to build on their previous knowledge of fractions from previous years, representing them both as formal fractions and decimals.</p> <p>Times Tables Focus</p> <p>Year 3 Times Table Focus : 3, 4, 8, and 6. Year 4 Time Table Focus: 7,8,9,11, and 12.</p>	<p>Times Tables</p> <p>Regular practice of all times tables, together with ensuring the children are completing their TT Rockstars homework, which is set every week.</p> <p>Fractions</p> <p>Talk with your children about day-to-day items that have parts removed would be fantastic. For example, Pizza (as 1 whole) being cut into smaller parts will help the children to recall their prior learning of recognising half, three quarters and quarters.</p>
Science	<p>Light</p> <p>We will be investigating all we know about light: from how light and dark are formed to the creation of shadows.</p> <p>Sound</p> <p>Children will be taught how sounds are made and how it travels. We will then deepen our understanding by looking at patterns, pitch, volume and vibrations.</p> <p>STEM week – Space</p> <p>Children will learn about the movement of Earth and other planets in relation to the Sun, within our solar system. We will then link our understanding to the idea that the Earth's rotation explains why we have day and night.</p>	<p>Light</p> <p>Have discussions with your children about light sources and challenge them to make a list. Children could also create a poster that explains how to keep safe in the sun.</p> <p>Sound</p> <p>Ask your children to consider the original source of sound. Where does it come from? Are all sounds natural or man-made? How does sound travel? They could present their knowledge and share and compare with other children within the class.</p>
PSHE	<p>Leaning out of windows</p> <p>Children will learn about the importance of recognising warning signs and be taught how to spot dangers we may find at home. Also, knowing the importance of listening to trusted adults.</p> <p>Medicine</p> <p>Children will develop an understanding that vaccinations can prevent you from certain diseases and that we should only take any medicine when instructed by a trusted adult parent/carer/medical professional.</p>	<p>Leaning out of windows</p> <p>Explore with children any dangers you may have at home and discuss what measure you can all take to prevent any future accidents.</p> <p>Medicine</p> <p>Talk to children about the importance of never taking any medicine, without the instruction of a trusted adult/doctor/medical professional.</p>
Geography	<p>Europe</p> <p>Children will be taught which landmass Europe is connected too and understand what the two main boundaries are. They will learn how many countries there are in Europe, together with being able to locate some countries and labelling them on a map. Finally, the children will also compare and contrast populations of different countries.</p>	<p>Practice using Atlases would be fantastic, locating well known countries within Europe together with exploring America.</p>
History	<p>Anglo Saxons</p> <p>After half term, the children will begin to understand the methods of historical enquiry including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Encourage creative role play, including creating historically accurate characters, settings or even artefacts. You could also create a timeline at home, which places the Anglo Saxons; this would be a brilliant visual aid to support their learning. They could also place other key periods that they have learnt about on there too.</p>

R.E	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>This enquiry will form the basis of our work this half term. Children will develop an understanding of key dates as well as studying texts from the bible.</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>The children will be taught about key aspects of the Hindu belief and worship. What they call a diverse way of life, spiritual practices, and the beliefs of Indian people.</p>	<p>Good Friday</p> <p>This topic may raise some interesting questions and some challenging questions about Christian views on life and death. If you need any help answering these, please encourage them to bring questions in, for us to explore.</p> <p>Hinduism</p> <p>Talk about what it means to belong to a faith or community - together with researching how Hindus show their faith within their families.</p>
Art & Design	<p>Drawing</p> <p>Children will be taught to improve their mastery of art and design techniques, studying use of light in art. In addition, they will learn to use a variety of pencil grades we are looking at line and tone to create the effect of 3D.</p>	<p>Talk to your children about shading techniques they could use at home by looking at shadows and light. You could even try creating some silhouettes for fun!</p>
Music	<p>Blackbird</p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p> <p>After Half Term</p> <p>The Dragon Song</p> <p>This is a song about kindness, respect, friendship, acceptance and happiness.</p>	<p>Listen to some music at home together and see if you can identify the instruments being used! Also, you might want to explore the meaning of civil rights and how music might provide a platform for change. Finally, can you create your own song about kindness and share it with your peers?</p>
P.E	<p>Fitness</p> <p>Using the Get Set 4 P.E scheme, the children will be starting the year by looking at the skills involved in keeping fit. This will provide the children with a chance to track their own progress and feel good about the improvements in fitness they have made.</p> <p>Netball</p> <p>The children will be developing their netball skills, together with new game specific physical skills.</p> <p>The game will also provide an opportunity for the children to recall essential communication, attacking and defending skills - learnt within hockey earlier this year.</p>	<p>Fitness</p> <p>The Children may feel inspired to start introducing fitness into their day-to-day lives and tracking their progress. Please encourage this as the positive mental health implications of regular exercise are fantastic and helps us become even better learners.</p> <p>Netball</p> <p>Ensure children have opportunities to practise key skills such as hand-to-eye coordination and footwork skills. Practice clear and confident communication together with building teamwork.</p>
Spanish	<p>Five common Spanish verbs/activities</p> <p>In this unit the children will learn to recognise some common Spanish verbs/activities and use these verbs to convey meaning in English. Finally, we will use these verbs in the infinitive with <i>puedo</i>.</p> <p>After half term, we will explore the names of and how to say up to 10 fruits!</p>	<p>Please encourage children to practice their learning at home. Each week we will focus on one key element of our learning, so ask them what they have learnt and enjoy practicing together.</p> <p>As mentioned in other subjects, please provide opportunities for the children to recall previous learning. So far, we have learnt numbers 1-10; formal and informal greetings and how to say how we are feeling.</p>
Computing	<p>Recording Audio</p> <p>Children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. Finally, the children will be taught how to create and evaluate their own podcasts.</p> <p>After half term, they will begin to develop an understanding of databases and their importance, with the opportunity to begin creating their own.</p>	<p>Recording Audio</p> <p>If you haven't already, introduce your children to the idea of a podcast, and how they work. As the children will be working towards creating their own, this will help with developing ideas for content.</p> <p>Previous learning</p> <p>Our curriculum design requires children to consistently recall previous knowledge. Please encourage children to consolidate their learning on https://turtleacademy.com/playground as our learning on this programme takes another step forward later this year.</p>
D.T	<p>Shell Structures</p> <p>Children will learn about shell structures and how they are usually curved, hollow, light-weight structures. They will then start to make connections to real everyday items that are used for a variety of purposes, such as containing, protecting, covering, and presenting. Natural shell structures, such as an eggs or seashells, usually gain their strength from their shape.</p>	<p>When an opportunity arises, point out and discuss shell structures that you might encounter before we begin the unit of work. For example, bike helmets, tunnels, snail shells, food cans, boats and eggs.</p>