



Stoke St Michael and Croscombe Primary Federation
Lower Key Stage Two National Curriculum Overview

Year A Spring Term Theme Hook: Rainforests	
<p style="text-align: center;">English</p> <p>Autumn Term Talk for Writing: Losing Tale - George's Marvellous Medicine (Dialogue) Poetry – shape poems, calligrams, repeating patterns Or Instructions – How to make a marvellous Medicine Finding Tale – Adventure at Sandy Cove or The Magic Brush Discussion - Should dogs be kept on a lead? Or Is magic real?</p> <p>Talk For Writing Writing is taught using the T4W texts which are rich in vocabulary and provide a structure for story writing with a focus on a particular genre. Freestyle independent writing opportunities are also included each term.</p> <p>Spelling, Punctuation and Grammar SPaG elements of the curriculum are taught within English lessons as outlined in the National Curriculum for each year group.</p> <p>Reading Word recognition and comprehension skills are developed throughout school using our Read, Write Inc programme as well as weekly shared/guided reading discussions.</p> <p>Class Readers (examples) The Great Kapok Tree – Lynne Cherry Journey to the River Sea – Eva Ibbotson The Jungle Book – R. Kipling The Explorer – Katherine Rundell Running Wild – Michael Morpurgo</p> <p>Author Focus Enid Blyton</p>	<p style="text-align: center;">Mathematics</p> <p>Year 3 – Spring Term Power Maths Unit 5 – Multiplication and Division (2) Unit 6 – Money Unit 7 – Statistics Unit 8 – Length Unit 9 – Fractions (1)</p> <p>Year 3 – Spring Term Additional Skills (KIRF's) I can recall facts about durations of time I know the x and ÷ facts for the x4 table</p> <p>Year 4 – Spring Term Power Maths Unit 6 – Multiplication and division (2) Unit 7 – Measure - Area Unit 8 – Fractions (1) Unit 9 – Fractions (2) Unit 10 – Decimals</p> <p>Year 4 – Spring Term Additional Skills (KIRF's) I know the x and ÷ facts for the x9 and x11 table I can recognise decimal equivalents of fractions</p>
<p>Science</p> <p>Children will learn about the living things in their environment during the spring time when new flowers and animals are emerging. Their knowledge of various classification groups will then be focussed in on plants.</p> <p>Term 1 Living things and their habitats (Year 4)</p> <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose dangers to living things. <p>Term 2 Plants (Year 3)</p> <ul style="list-style-type: none"> I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and need to grow) and how they vary from plant to plant I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	



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Geography

Where in the world are Rainforests, what climates do they have, how do they compare with our climate and environment in the UK?

Locational knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and physical geography - describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History

Who lives in the Rainforest, how have their lives changed over time, how are their lives the same and different to our own lives?

Skills

- continue to develop a chronologically secure knowledge and understanding of British, local and **world history**, establishing clear narratives within and across the periods they study.
- should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- should understand how our knowledge of the past is constructed from a range of sources

Content

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization** c. AD 900; Benin (West Africa) c. AD 900-1300.

Art and Design

What art has been inspired by the rainforest and the animals that live within them?

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great **artists**, architects and designers in history.

Focus could be on:

Artist – Rousseau
 Designers - Mayan Art
 Leaf prints
 Animal drawings

D.T.

(Design and Technology)

Children will combine colour and texture to create some creative juggling ball designs

Textiles - Juggling Balls

Design and make a tie die juggling balls (link colours to Mayan art/Rousseau ect)

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose

Generate ideas through discussion, annotated sketches and diagrams

Make

Select from and use a wider range of tools and equipment to perform practical tasks

Select from and use a wider range of materials and components according to their properties

Evaluate

Evaluate their ideas and products against their own design criteria and consider the views of others to improve theirs.



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P.S.R.H.E.

(Personal, Social, Relationship & Health Education)

Spring Term 3 - Year 3 – Jigsaw – Dreams and Goals

- Stay motivated; respect/admire people who overcome obstacles and achieve their dreams and goals
- Identify a dream/ambition and that is important to me and imagine how I will feel when I achieve
- Enjoy facing new challenges; break down goal into steps; know how others could help me achieve
- Help others in group achieve their goals; manage feelings of frustration that may arise from obstacles
- Confidently share my success with others and store these feelings in my internal treasure chest

Spring Term 3 - Year 4 – Jigsaw – Dreams and Goals

- Stay motivated; share my hopes and dreams; know how it feels to have these
- Keep trying even when difficult; know sometimes dreams don't come true; identify disappointment
- Know that reflecting on positive happy experiences can help counteract disappointment
- Know how to be positive and resilient; set new goals even if I have been disappointed
- Know how to share in the success of a group and how to store this in my internal treasure chest

Spring Term 4 – Year 3– Jigsaw – Healthy Me

- Understand why exercise affects my body; know why my heart and lungs are such important organs
- Know that the amount of calories, fat and sugar I put into my body will affect my health
- Explain my knowledge, attitude and feelings towards drugs
- Know some strategies for keeping safe; who to go to for help; how to call emergency services
- Respect, appreciate and understand how complex my body is/how important it is to take care of it

Spring Term 4 – Year 4 – Jigsaw – Healthy Me

- Identify feelings I have for my friends; recognise how friendship groups form/how I fit into them
- Aware of how different people and groups impact on me understanding roles of leaders and followers
- Understand facts about smoking/alcohol; recognise negative feelings in peer pressure; be assertive
- Identify feelings of anxiety and fear associated with peer pressure and can explain ways to resist
- Tap into my inner strength; know myself well enough to have a clear picture of right and wrong

Music

Spring Term 1

Year 3 Unit Theme: Environment

Musical Focus: Composing

The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.

Spring Term 2

Year 3 Unit Theme: Poetry

Musical Focus: Performing

Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances

R.E.

(Religious Education)

Spring Term 1

Year 3

Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)

Spring Term 2

Year 4

Unit 4: What do Christians believe about Salvation? (Links with Easter)

P.E.

(Physical Education)

Rugby

Children will learn the movement concepts of rugby and the importance of moving forwards in order to be able to pass backwards and gain ground. They will also learn how to effectively carry and pass a rugby ball

Ball Skills

Children will learn good technique for throwing and catching. They will learn to use the long barrier when stopping the ball and the importance of moving towards the flight of the ball when fielding or catching.

A&MFL

(Ancient and Modern Foreign Languages)

FRENCH

Year 4 – Unit 3 - Going Shopping

In this 'Going Shopping' unit children will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers

Year 4 - Unit 4 - Where in the World

This 'Where in the World?' unit will teach the children key vocabulary related to countries/continents and animals. They will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents.

<p style="text-align: center;">Computing</p> <p>Year 3 – Word Processing</p> <p>In this unit, children will learn to use various features for formatting text. It focuses on some important computer skills and introduces children to screenshots and the Snipping Tool, and secure use of passwords.</p>	<p style="text-align: center;">Cultural Capital</p> <p>Rainforest experience Tropiquaria - Washford</p> <p>The children's learning will be enriched one of the activities above.</p>
<p>Gem Learning Power</p> <p>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners... Whilst focusing and challenging the children on one particular Gem Power the other Powers: Diamond, Ruby, Sapphire, Emerald, Amethyst and Topaz are revisited as and when appropriate learning opportunities arise.</p>	
<p>Spring Term 1 Focus: Sapphire Power I can avoid monster distractions and stay focused</p> <ul style="list-style-type: none"> -I can focus on my learning -I can ignore monster distractions -I can concentrate on the task -I can continue with my learning even if someone else isn't 	<p>Spring Term 2 Focus: Amethyst Power I can learn well with a partner</p> <ul style="list-style-type: none"> -I can learn equally with one other person -I can share ideas using my talking and listening skills -I can learn in collaboration with my partner -I can add new ideas to the ones we already had -I can offer and ask for help from my partner
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