

Year 3 and 4 Curriculum Plans for Spring 2022

Subject area	Content	Key vocabulary
Science	<p><u>Light</u></p> <p>This term we will be investigating light. What is light and where does it come from? Why can strong light be dangerous? How can we protect ourselves from damaging light? We will investigate which materials reflect light and which materials allow light to pass through them. We will also be finding out what shadows are and why they occur.</p> <p><u>Electricity</u></p> <p>We will be thinking about the different ways that we use electricity and how it is generated and transferred to where we need it. We will investigate different types of circuits and develop our skills in building and adapting circuits, including different elements such as switches and buzzers. We will investigate how materials act as insulators or conductors and what that means and how those properties can be used for practical purposes.</p>	<p>Light, dark/darker /darkest, bright/brighter /brightest, dim, light source (various), eye, reflect, reflective, shiny, dull, shadow, block (transparent, opaque)</p> <p>Electricity, energy, source, renewable/ non-renewable, circuit, component, battery/ cell, bulb, buzzer, motor, series, connector / wire, switch, conductor, insulator</p>
Art	<p>Once we have completed the final part of our History Vikings Focus we will move on to Art.</p> <p><u>Journeys</u></p> <p>Our starting point for our exploration of journeys in art is how journeys are visually represented in our own and other cultures, with a focus on works by Paul Klee and David Hockney and on symbolism in Aboriginal art, in particular Emily Kngwarreye’s paintings. A point of discussion will be whether art can be read like words and music. We will invent imaginary journeys and talk about details we might spot and will share details of familiar, real-life journeys, creating and embellishing signs and symbols to represent these. Finally, we will use marks and lines, pattern, texture and colour to represent a journey, real or imagined, choosing materials and processes such as painting, collage and print making that best convey its different parts.</p>	<p>texture, symbol, structures, perspective, traditional, indigenous, aerial, birds-eye view, as the crow flies, diagrams, collage, mixed-media, vibrant, subtle, portray, Ordnance Survey</p>
Music	<p>Spring 1 is all about DRSMITH! We explore the main musical elements and how they work together to create sound. We mainly focus of developing a sense of pulse and build on our knowledge of improvising. All of this will be done through singing and ensemble activities.</p>	

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Design and Technology	<p>We are all getting close to finishing our vehicles and they look amazing! We will evaluate our finished vehicles.</p> <p><u>Puppets (Textiles focus)</u></p> <p>Following this, we will begin a textiles focus. We will investigate a range of puppets from around the world, bringing our own puppets into school to share. What is a puppet? We will talk about the features and characteristics that make them look like the kind of puppet they are. Which features are added?</p> <p>We will learn how to thread a needle and sew a simple running and cross stitch. We will learn about different fabrics and the name of a range of sewing equipment.</p> <p>We will learn how to make a paper pattern and sew with right side facing. Then we will go on to research the type of puppet we have decided to design and make, considering who it is for (target group) and our design criteria. We will plan the steps we need to follow to design and make our own puppet. Then we will make it evaluating and improving as we go.</p>	<p>Fabric, needle, thread, knot, paper pattern, binca,</p> <p>Cotton, felt, fleece, fur fabric, wool, voile etc</p> <p>String, shadow, glove, finger puppets.</p> <p>Features, characteristics,</p> <p>Target group, design criteria, timeline, safety eyes</p>
PE	<p>This term our areas of focus is <u>gymnastics</u>.</p> <p>Gymnastic objectives are to:</p> <p>Develop fundamental movement skills.</p> <p>Extend agility, balance and coordination.</p> <p>Engage in co-operative physical activities.</p> <p>We will do this using the floor and apparatus to create and perform a sequence of 3–4 actions showing the contrasting shapes of ball, tall and wall. We will focus on making sure we link the actions smoothly and that we show actions performed on different levels.</p> <p>We will also have bouldering experiences at Eden Rock in March.</p>	<p>Core, sitting tuck, sitting pike, front support, back support, crouch tuck, forward roll, extend.</p> <p>Sequence, link, connect, level, speed, apparatus.</p> <p>Symmetrical</p>
Geography	<p><u>Exploring Shackleton’s Antarctica</u></p> <p>During this unit we will develop an enquiry on the Polar region of Antarctica focusing on Shackleton’s 1914-17 Endurance Expedition. We will be using our geographical skills and an enquiry approach to harness fascination and curiosity and fascination about this significant remote landscape and extreme environment. We will engage with the geographical skills of developing knowledge within a context and defining the physical and human characteristics and processes of a locality. There will be opportunities to progress with atlas skills, interpret a range of geographical information and to communicate findings. Links will be made to Sustainable Development Goals, 14. Life Below Water, 13. Climate Action.</p>	<p>Antarctic Circle, Latitude, Longitude, Antarctic, expedition, polar region, fauna, depot, rations, compass, blizzard, gale, glacier, pack ice, Weddell Sea, climate, weather, iceberg, explorer, expedition, ablation, arid, aurora, Beaufort scale, crevasse, ecosystem,</p>

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RE	<p><u>Is Our World Sacred?</u></p> <p>We will be exploring and reflecting upon what religions teach us about caring for our world through the use of creation stories from different religions and world views. We will be building upon understanding and appreciation of the natural world. We will be focusing on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores how various faiths have explained some of life's big and difficult to answer questions and considers the concept of stewardship. The learning will be go hand in hand with The Global Goals for Sustainable Development and The UN Convention for the Rights of the Child. We will use P4C to reflect</p>	<p>Stewardship, sacred, practices, belief, faith, communities, ethics, sustainable development, just, fair, creation, creation,</p>
Computing	<p><u>On-line safety</u></p> <p>In computing this term, we will be focusing on on-line safety and building our skills and knowledge so we can use online technology safely and responsibly.</p>	<p>Internet, world wide web, online, community, trust, personal information, respect, safety</p>
French	<p><u>La Météo' - The Weather</u></p> <p>In French, we will be learning all about the weather. This will link up to geography learning throughout school this term. Through songs, chants, games and activities we will learn to ask 'Quel temps fait-il?' ('What is the weather like?') and how to name different types of weather. Year 3 and 4 will use their knowledge of the days of the week and consolidate their knowledge of both months of the year and countries to say and write simple sentences about the weather in different parts of the world.</p>	<p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, La météo, Nord, Sud, Est, Ouest, il fait chaud, il pleut, il y a du soleil, il fait froid, il fait mauvais, il neige, il fait du vent, il fait beau</p>
Philosophy	<p><u>Light and Dark</u></p> <p>In philosophy this term, we will be digging into the concept of light and dark in a number of contexts and challenging our own assumptions.</p>	<p>Light, dark, good, bad, scary, frightening, enlightening, safe, danger</p>
RSE	<p><u>Keeping Myself Safe</u></p> <p>We will be thinking about how we look after ourselves and keep ourselves healthy, happy and safe. We will make strong links to Rights of the Child and to Global Goals. We will also link to the computing curriculum and online safety. We will think about who or what influences us and whether those influences are positive or negative.</p> <p><u>Rights and Responsibilities</u></p> <p>We will be finding out about people who volunteer to make their communities better and be thinking about the things we can do to help other people or animals. We will make strong links to Rights of</p>	<p>Healthy, exercise, diet, trusted adult, risk, assessing risk, positive and negative influences, drugs and medicines</p> <p>Rights, responsibilities, indivisible, inalienable etc.</p>