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| **Year 3/4 Spring Term Overview** | | | |
|  | **Spring 1** | **Spring 2** | |
| **Focus Christian Value** | **Thankfulness** (cycle 1)  **Perseverance** (cycle 2) | **Forgiveness** (cycle 1)  **Friendship** (cycle 2) | |
| **English** | **Theseus and the Minotaur**   * To use time adverbs as a story opener. * To use prepositional phrases. * To use onomatopoeia. * To use similes. * To correctly punctuate dialogue. * To infer characters feelings. * To write in paragraphs * To plan, draft and edit work. | **Varjak Paw (Adventure story)**   * To retell a chapter of a story * How to write a diary extract * How to write an eye witness account * How to describe a character effectively. How to write a newspaper article * How to write an adventure story   **Poetry -Kenning Writing**  **Ancient Greece (non-chronological report)**  How to write an information text  How to write a formal letter  How to write a newspaper article  How to write a personal account | |
| **Reading** | **Modern and creation myths**  **Mythical creatures**  **States of Matter**  **Chinese New Year**  **Children’s Mental Health awareness week**  **Jennifer Kilick Novels**  **Class Novel:** Toys Go Out | **Ancient Greece**  **Rivers**  **International women’s day**  **Novels vol 2**  **Spies and crime**  **Class Novel: Varjak Paw** | |
| **Maths** | Measurement: Area  Number: Multiplication and division | Number: Multiplication and division  Measurement: length and perimeter  Number: Fractions and decimals  Measurement: Mass and Capacity | |
| **RE** | **Gospel**   * List two distinguishing features of a parable. * Make clear links between the story of the Good Samaritan and the idea of the Gospel as ‘good news’. * Offer some ideas about the meaning of the Good Samaritan story to Christians. * Make simple links between the Good Samaritan story and the importance of charity in Christian life. * Give some examples of how Christians act to show that they are following Jesus. * Make links between some of Jesus’ teachings about how to live, and life in the world today, expressing some ideas of their own clearly.   **Salvation**   * Offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. * Give examples of what the texts studied mean to some Christians. * Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. * Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.   Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. | **Kingdom of God**  **When Jesus left, what was the impact of Pentecost?**   * Order concepts within a timeline of the Bible’s ‘big story’. * List two distinguishing features of a narrative and a letter as different types of biblical text. * Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. * Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. * Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. * Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live. * Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.   **Islam-**  **People of Faith-Malala Youscfzoi**   * Explain how belief has influenced Malala’s life. * How do people’s beliefs impact on their lives? | |
| **Science** | **States of Matter - Solids, liquids and gases**   * To compare and group materials together according to whether they are solids or liquids. * To identify and explore the properties of gases. * To observe that materials change state when they are heated or cooled. * To research the temperature in degrees Celsius (°C) at which materials change state. * To understand the process of evaporation. * To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature * To identify and describe the different stages of the water cycle.   **Scientist(s):**  Alfred Barnhard Noble  Norbert Rillieux  Joseph Priestley  Albert Einstein  Lord Kelvin | | |
| **History** |  | | **Ancient Greece**   * To place Ancient Greek civilisation on a time line. * To learn about the term democracy (differences between Athens and Sparta). * To learn about Ancient Greek warfare. * To understand the beliefs of Ancient Greeks (Gods). |
| **Geography** | **Why do so many people in the world live in megacities?**   * To define megacities and discuss their location. * To describe and explain the distribution of megacities. * To explain why Baghdad was the first city in the world with one million inhabitants. * To recall and explain reasons for the rapid growth of cities. * To explain and conclude why the Brazilian government built a new capital city in 1960. * To compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant. |  | |
| **Art** | **Art and Design Sills: Sculpture and 3D: Mega Materials.**   * To develop ideas for 3D work through drawing and visualisation in 2D. * To use more complex techniques to shape materials. * To explore how shapes can be formed and joined in wire. * To consider the effect of how sculpture is displayed. * To choose and join a variety of materials to make a sculpture. |  | |
| **DT** |  | **Structures: Pavilions**   * To create a range of different shaped framed structures. * To design a structure. * To build a frame structure. * To add cladding to a frame structure. | |
| **Computing** | **Programming A: Repetition in shapes.**   * To identify that accuracy programming is important. * To create a program in a text-based language. * To explain what ‘repeat’ means. * To modify a count-controlled loop to produce a given outcome. * To decompose a task into small steps. * To create a program that uses count-controlled loops to produce a given outcome. | **Programming B: Repetition in games.**   * To develop the use of count-controlled loops in a different programming environment. * To explain that in programming there are infinite loops and count-controlled loops. * To develop a design that includes two or more loops which run at the same time. * To modify an invite loop given in a program. * To design a project that includes repetition. * To create a project that includes repetition. | |
| **Music** |  | Music of the Romans/ Greeks  Cycling rhythms | |
| **PE** | **Dance History-The Romans**   * To be able to move with strong, powerful, precise dynamics. * To be able to execute yoga actions. * To be able to develop relationships –action and reaction. * To be able to demonstrate counterbalance and control. * Select a range of actions to portray characteristics of Roman gods.   **Fielding (Strike and Field)**   * To throw and object with varying speed and accuracy * To throw an object or ball overarm. * To choose appropriate positioning when fielding. * To intercept and object or ball. * To work collaboratively in small teams.   **Sports coach** | **Returning (net games – tennis and volley ball)**   * To develop reaction time and agility. * To explore backhand hitting. * To attempt an overhand serve in tennis. * To develop knowledge of returning and rallying. * To attempt to ‘spike’ in volleyball.   **Sports coach** | |
| **MFL**  **Spanish** | **Animals**  I can repeat all the numbers 1-10 in Spanish usually unaided. Counting backwards is harder  I can tell you what these numbers mean in English when they are out of sequence with a word bank with matching digits  I can say and match all the animals to their appropriate picture and attempt to spell three animals in Spanish  **Phonetics lesson 2**  CA CE CI CO CU  I can hear and say individual sounds.  I can hear and say the sound in words.  I can hear and say the sound in a piece of authentic text. | **I can (early challenge)**  **Phonetics lesson**  **CH J N LL RR**  I can recognise some Spanish verb/activities  I can use these verbs to convey meaning in English by matching them to their appropriate picture.  I can use these verbs in the infinitive with puedo… | |
| Spanish Home learning: [www.languageangels.com](http://www.languageangels.com) | | |
| **PSHE** | **Keeping Myself Safe**   * Understand who can influence someone to take risks and the difference between ‘dares’ and ‘challenges. * Explain why smoking and drinking alcohol is harmful for a young person’s body. * Give examples of positive and negative influences, including things that influence people when making decisions. | **Rights and Responsibilities**   * Understand what the term ‘active bystander’ means. * Give examples of how people can work together to stop or change negative behaviour, including bullying. | |
| **Enrichment opportunities** | Forest School sessions  STEM workshops  Library Bus  Multi skills  Healthy ways workshop | Forest School sessions  STEM workshops  Professor Bubble Works whole school science show  Water workshop United Utilities  Poetry visit  Easter service  City visit | |