

Beech Class – Spring Term 2024
Overview of Learning

	First Half Term	Second Half Term
English	<p><u>Y3 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 7: Words with the <i>c</i> sound spelt ch - Unit 8: Words with the <i>sh</i> sound spelt ch - Unit 9: Adding the suffix -ion <p><u>Y4 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 7: Words ending in -ous - Unit 8: Words with the <i>s</i> sound spelt sc - Unit 9: Words ending in <i>zhun</i> spelt -sion 	<p><u>Y3 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 10: Adding the suffix -ian - Unit 11: Adding the prefix re- <p><u>Y4 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 10: Adding the prefix il- and revising the prefixes un-, in-, mis-, dis- - Unit 11: The <i>c</i> sound spelt -que and the <i>g</i> sound spelt -gue
	<p><u>Writing</u> (CUSP)</p> <p>Explanatory texts (2 weeks)</p> <ul style="list-style-type: none"> - understand the structure and tone of an explanatory text - know how conjunctions and adverbs can be used to express time and cause - sustain the present tense - use technical vocabulary in context - organise writing in paragraphs <p>Third Person narrative (3 weeks)</p> <ul style="list-style-type: none"> - Use a range of descriptive devices, including metaphors - Awareness of how to form the third person perspective - build atmosphere through precise selection of vocabulary - construct a simple story plot - sustain the past tense <p>Performance Poetry (1 week)</p> <ul style="list-style-type: none"> - recognise key poetic devices including alliteration, rhyme 	<p><u>Writing</u> (CUSP)</p> <p>Stories from other cultures (3-4 weeks)</p> <ul style="list-style-type: none"> - Know how to use the simple past tense - understand the third person perspective - use editing strategies - use a range of descriptive devices to compose and recount a short narrative - use cultural references to indicate a setting

	<p>and repetition</p> <ul style="list-style-type: none"> - recognise how intonation changes when we speak and perform - know that form helps convey the message in poems - prepare and perform poems - show understanding through intonation, action, tone and volume - make connections between poems - critically review the performance of a poem 	
	<p><u>Reading</u> (CUSP)</p> <p>Leon and the Place Between by Angela McAllister</p> <ul style="list-style-type: none"> - recognise the differences and similarities between picture and chapter books - know that inference combines evidence from the text and personal experience to make a conclusion - draw diagrams to exemplify some text - find evidence to support a given inference <p>The girl who stole an elephant by Nizrana Farook</p> <ul style="list-style-type: none"> - know that authorial intent is what an author intends us to take from their description - recognise that there is no right or wrong answer when providing a personal response to a question - explain the image that an author is trying to create based on the language that they select - support an inference by drawing evidence from more than one text 	<p><u>Reading</u> (CUSP)</p> <p>The girl who stole an elephant by Nizrana Farook</p> <ul style="list-style-type: none"> - recognise the difference between skimming and scanning - understand that prediction is a form of inference - skim and scan to retrieve details from a text - make a reasoned prediction that is rooted in evidence - highlight the difference between precision and concision - know that a perspective is the view that someone holds - explain the importance of concision and precision in a summary - use knowledge of vocabulary and retrieval to construct an inference

Maths	<p>Multiplication and Division - using: cubes, arrays, counters, number lines, written methods such as the grid method and ladder method - including: multiplying and dividing by 10 and 100, inverse operations, related calculations, multiplying 2- and 3-digit numbers by 1-digit numbers, scaling and correspondence problems</p> <p>Length and Perimeter Place Value - using: grids, rulers, counting, multiplication - including: measuring in mm, cm, m and km, finding equivalent lengths, calculating perimeters of rectilinear shapes and polygons</p>	<p>Fractions (to be started in Spring 1) - using: numerators and denominators, multiplying and dividing, cubes, pizzas - including: comparing and ordering, counting, finding equivalent fractions, adding and subtracting, converting between mixed, proper and improper fractions</p> <p>Mass and Capacity (Y3) - using: scales, multiplication and division - including: measuring and comparing different masses, capacities and volumes, finding equivalent quantities.</p> <p>Decimals (Y4) - using: place value charts, number lines - including: recognising tenths and hundredths, multiplying and dividing by 10 and 100 to make decimals</p>
Science	<p>Electricity (CUSP) - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors</p>	
History and Geography	<p>A study of British history: Britain's settlement by Anglo-Saxons and Scots (CUSP)</p>	<p>Studying Latitude and Longitude (CUSP) - knowledge of what latitude and longitude are and what they tell us about the location</p>

	<ul style="list-style-type: none"> - found out why the Anglo-Saxons came to Britain and where they came from - learn about what life was like and what kingdoms were created - consider how we know about the Anglo-Saxons - be aware of how religion influenced them 	<ul style="list-style-type: none"> - how to use longitude and latitude to find specific locations - awareness of what time zones are and how day and night occur
Art, Design and Technology	<p>To complete...</p> <p><u>Design and Technology</u> Textiles – How can you make a box out of cloth? (CUSP)</p> <p><u>Art and Design</u> Textiles and Collage (CUSP) - exploring colour, texture and pattern by combining textiles and collage - create a collaborative story quilt - explore the work of artist Faith Ringgold</p>	<p>Electrical Systems - How useful are switches? (CUSP) - learn how different types of switches work within electrical circuits and how these can be used to perform a function in a product - refer to Samuel Bagnò, the inventor of the motion sensor.</p>
Modern Languages	<p>New Year Traditions/beliefs Fortune tellers How old are you? The alphabet - El alfabeto Easter traditions/beliefs Parts of the body - Chuchuwa</p>	
Music	<p>The Doot Doot song - Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</p> <p>Fanfare for the Common Man - Fanfare, timbre, dynamics, texture, silence</p>	<p>Spain - To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas</p>

Physical Education	<p>Gymnastics (GetSet4PE) - transitioning smoothly into and out of balances - creating a sequence with matching and contrasting actions and shapes - creating a partner sequence incorporating equipment</p> <p>Dodgeball (GetSet4PE) - improve on key skills used in dodgeball such as throwing, dodging and catching - learn how to apply simple tactics to outwit their opponents - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- Taught by a qualified instructor (Mr Wilson)</p>	<p>Swimming (External Instructor at Broadland Sports Centre) - introduced to specific swimming strokes on their front and on their back - learn how to travel, float and submerge with increasing confidence - learn and use different kicking and arm actions</p> <p>Tennis (GetSet4PE) - develop their understanding of the principles of net and wall games - think about how they use skills, strategies and tactics to outwit the opposition - learn key skills such as racket control, hitting a ball and how to score points - opportunities given to play games independently - taught the importance of being honest whilst playing to the rules.</p> <p>- Taught by a qualified instructor (Mr Wilson)</p>
PSHE	<p>Healthy bodies/Healthy Minds - recognising the importance of sleep, food and hygiene - awareness of personal choice (Discovery Education)</p>	<p>Caring and Responsibility - exploring their rights, responsibilities and boundaries (Discovery Education)</p>
Religious Education	<p>Key Question: <i>What is philosophy? How do people make moral decisions?</i> (Norwich Diocese Enquiry) - talk about the difference between knowing and believing - decide if a reason or</p>	<p>Key Question: <i>Why do Christians call the day Jesus died 'Good Friday'?</i> (Understanding Christianity - Salvation) - know that Holy Week is the culmination of Jesus' earthly life, leading to his death and</p>

	<p>argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work</p> <ul style="list-style-type: none"> - recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad' 	<p>resurrection</p> <ul style="list-style-type: none"> - recognise various events such as the Last Supper - show awareness of the Christian belief that Jesus rose again
Computing	<p>To complete...</p> <p>Data and Information</p> <ul style="list-style-type: none"> - Data Logging (Teach Computing) <p>Creating Media - Desktop Publishing (Teach Computing)</p> <ul style="list-style-type: none"> - become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. - use Google Slides and consider careful choices of font size, colour and type to edit and improve documents - be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover - look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world 	<p>Creating Media</p> <ul style="list-style-type: none"> - Photo Editing (Teach Computing) - develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused. - they will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

* CUSP - Curriculum with Unity Schools Partnership