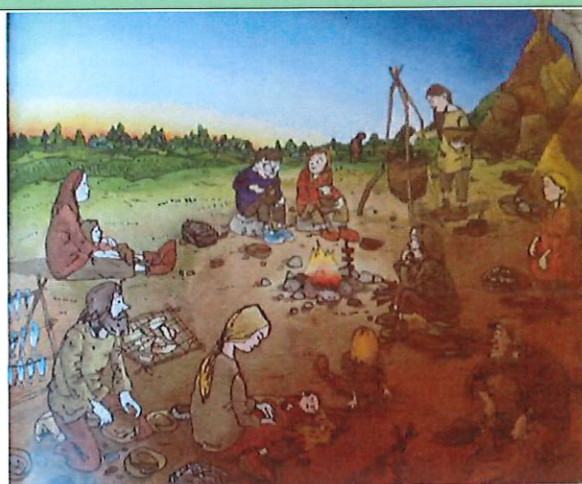
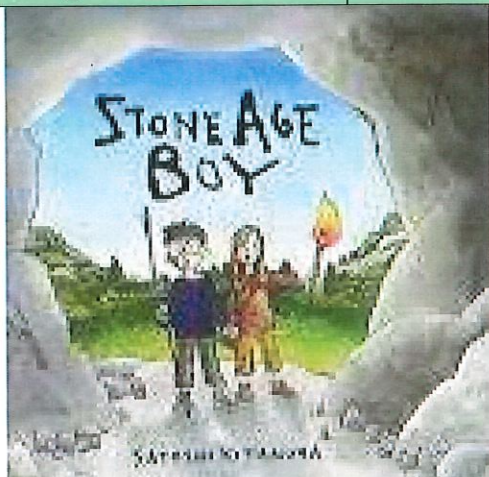


# WOODLANDS PRIMARY SCHOOL



Year 3/4  
Spring 1 Curriculum

Ready · Respectful · Safe



Your Mastery Targets for this term are to...

- Form nouns with a range of prefixes
- Use past and present tenses correctly and consistently including progressive and present forms
- Use inverted commas to punctuate direct speech
- Build a varied and rich vocabulary

Feature Keys:

- Write a sequence of events to follow the structure of the model story
- Write an opening paragraph and further paragraphs for each stage
- Create dialogue between characters that show their relationship with each other
- Use 3<sup>rd</sup> or 1<sup>st</sup> person consistently
- Use tenses appropriately
- Add historical detail to characters, setting and events

Vocabulary we will use this term...

#### Year 3/4 Words

actual  
busy  
calendar  
centre  
century  
certain  
history  
describe

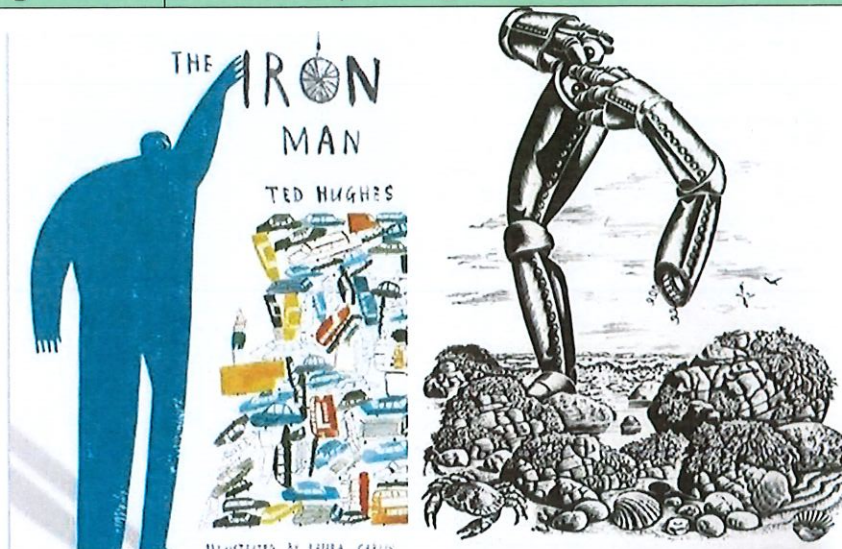
#### Year 1/2 Words

everybody  
money  
again  
improve  
father  
beautiful  
climb  
wild

#### Topic Words

wander  
stumble  
strike  
flint  
flicker  
furious  
spearhead  
leather  
ornament  
archaeologist





Your Mastery Targets for this term are to...

- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination

### Blurb

"*The Iron Man* is a story so gripping that when you begin to read it aloud, everyone stops to listen, young children and old people alike. And once you know it, you never forget it.

A classic is something utterly strange and original and yet as deeply familiar and necessary as your own hands.

*The Iron Man* is like no other story in the world, and fifty years after its publication, we need it as much as ever."

- Phillip Pullman

### Vocabulary we will use this term...

compelled	aluminium
other - worldly	chrome
tolerant	stove
infrared-light	bedsteads
brink	girders
cliff	



## Theme: Stone Age

A study of the history of Britain from the earliest times to the present day and the changes that have taken place since the time of the Stone Age.

### Background

The Stone Age was when early humans used tools made from stone. This time is also known as Pre-history. At the end of the Ice Age, the sea levels rose and so Britain turned into an island. The Stone Age had three periods: Palaeolithic ('old' Stone Age), Mesolithic ('middle' Stone Age) and Neolithic ('new' Stone Age). The 'new' Stone Age (Neolithic) was from 4,000 BC to about 2,500 BC.

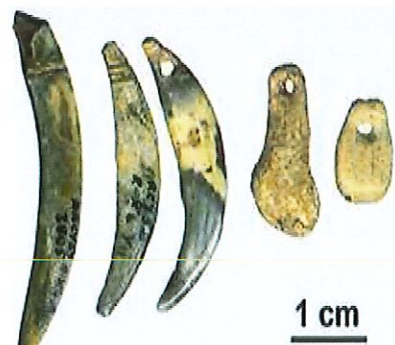
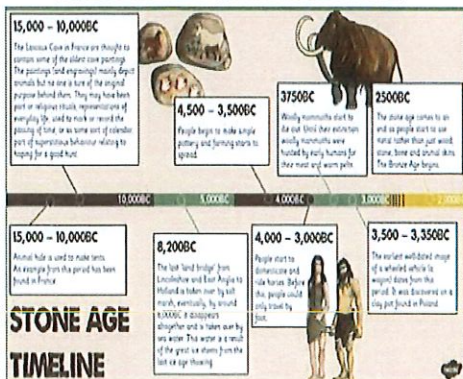
### By the end of the unit

The children will:

- Use maps, atlases and 'Google Earth' to locate different parts of the U.K.
- Be able to use historical enquiry skills to further develop an understanding of what life was like in the past and compare to the present
- Use a range of different resources, including artefacts, photographs, information books and the internet to help explain what life was like during the Stone Age
- Place historical events on a timeline using important dates

### Key Vocabulary

archaeologist	someone who studies the past by exploring old remains
artefact	an object from the past that shows evidence of what life was like
century	a period of 100 years
human features	human made geography: towns, cities, farms, factories, shops
migration	movement from one place to another in order to settle
Neolithic	The 'new' Stone Age
settler	people who migrate to new place
settlement	When people start a community, this is a settlement.
Skara Brae	Prehistoric settlement/monument on the island of Orkney



### Key Stone Age facts:

- The Stone Age was a period of time during which stone was used to make tools and weapons
- The Stone Age lasted until the introduction of metal tools: The Bronze and Iron Age
- The development of agriculture and domestication of animals meant people could live in settlements

## Rocks and Fossils



During this topic we will learn to:

- describe how fossils are formed
- recognise that solids are made from rocks and organic matter
- design a fair test

You will:

- Classify and sort rocks in to the three categories
- Ask relevant questions and make careful observations
- Set up practical enquiries
- Use results to draw simple conclusions
- Make careful observations and raise questions

**Some new (and familiar) vocabulary we will use:**

Fossil, igneous, sedimentary, metamorphic, rocks, slate, chalk, limestone, texture, hard, soft, basalt, pumice, granite, fire opal, sandstone, rock salt, slate, soapstone, marble, permeable, impermeable, absorb water, let water through, clay soil, sandy soil, chalky soil, clay, grains, crystals, peat, organic matter



## Spring Term 1

Our small steps for this unit are...

1. What is area?
2. Counting squares
3. Make shapes
4. Compare areas

### Vocabulary:

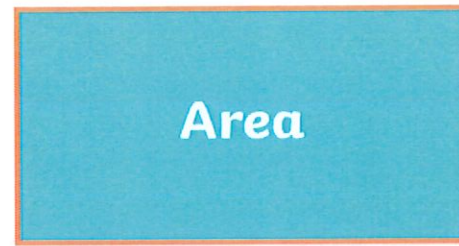
- Area
- Centimetres
- Metres
- Distance
- Count
- Squares
- Shape
- Rectilinear shapes
- Kilometres
- Millimetres
- Right angle

## Y4 Measurement- Area

### Key Knowledge

#### Area

Area is the amount of space inside a 2D shape.

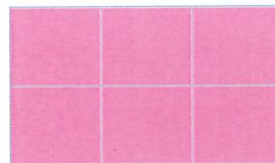


#### Measuring area

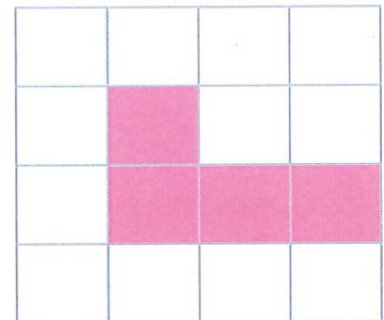
We can count **squares** to find the **area** of a **rectilinear** shape.



Area = 1 square



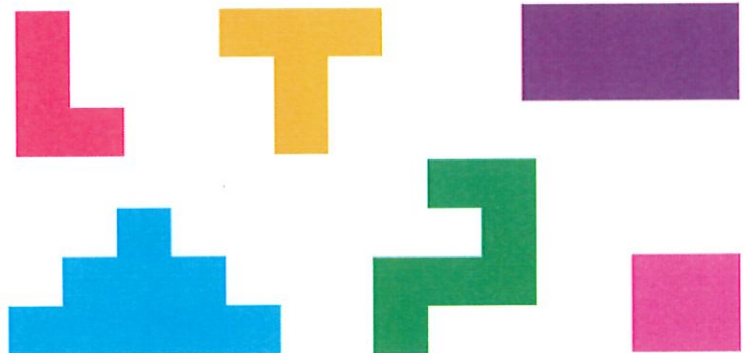
Area = 6 squares



Area = 4 squares

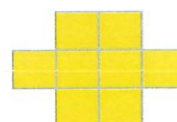
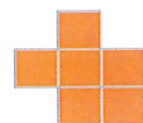
#### Rectilinear figures

A **rectilinear** figure is a 2D shape whose sides all meet at **right angles** (90°).



#### Comparing area

These rectilinear shapes all have an area of 6 squares.



## Spring Term 1

Our small steps for this unit are...

1. Measure in kilometres and metres
2. Equivalent lengths (km and m)
3. Perimeter on a grid
4. Perimeter of a rectangle
5. Perimeter of rectilinear shapes
6. Find the missing lengths in rectilinear shapes
7. Calculate the perimeter of rectilinear shapes
8. Perimeter of regular polygons
9. Perimeter of polygons

### Vocabulary:

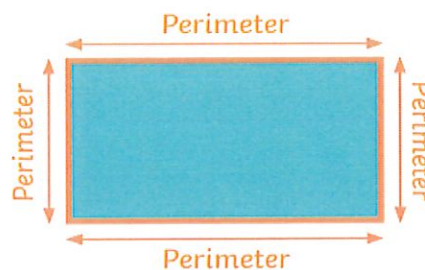
- Perimeter
- Centimetres
- Metres
- Polygons
- Distance
- Count
- Squares
- Shape
- Rectilinear shapes
- Kilometres
- Millimetres
- Right angle

## Y4 Measurement- Perimeter

### Key Knowledge

#### Perimeter

**Perimeter** is the total distance around the outside of a 2D shape.



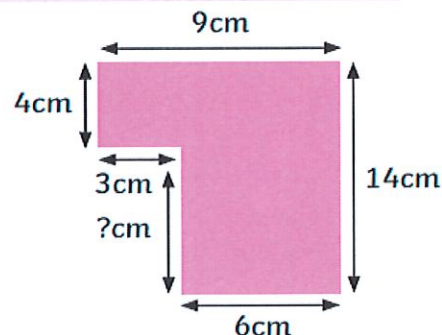
### Rectilinear figures

A **rectilinear** figure is a 2D shape whose sides all meet at **right angles** (90°).



### Perimeter of rectilinear shapes

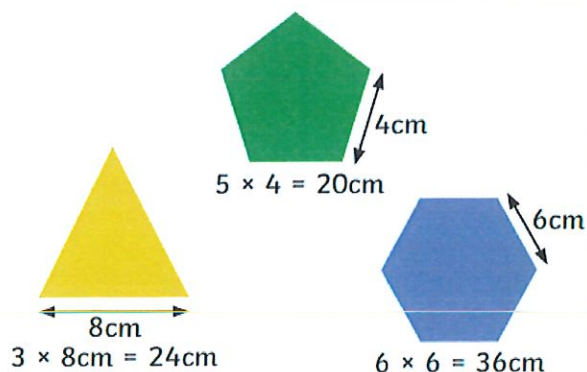
The missing side is 10cm because  $10 + 4 = 14$ .



$$\text{Perimeter} = 9 + 14 + 6 + 10 + 3 + 4 = 46\text{cm.}$$

### Perimeter of polygons

perimeter of regular polygons = number of sides  $\times$  length of one side





## Spring Term 1

Our small steps for this unit are...

1. Factor pairs
2. Use factor pairs
3. Multiply by 10
4. Multiply by 100
5. Divide by 10
6. Divide by 100
7. Related facts- Multiplication and division
8. Informal written methods for multiplication
9. Multiply a 2-digit number by a 1-digit number
10. Multiply a 3-digit number by a 1-digit number
11. Divide a 2-digit number by a 1-digit number
12. Divide a 3-digit number by a 1 digit number
13. Correspondence problems
14. Efficient multiplication

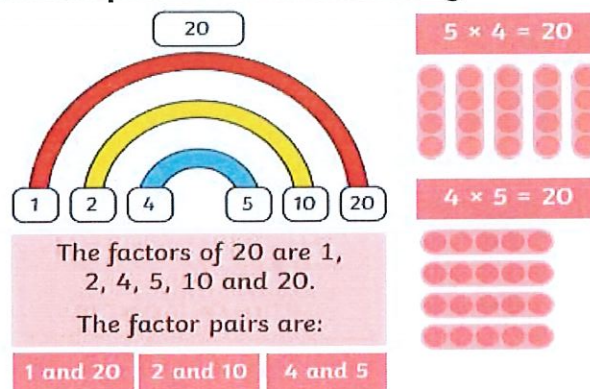
### Vocabulary:

- Multiply
- Groups of
- Lots of
- Times
- Divide
- Share
- Multiple
- Factor
- Remainder
- Product

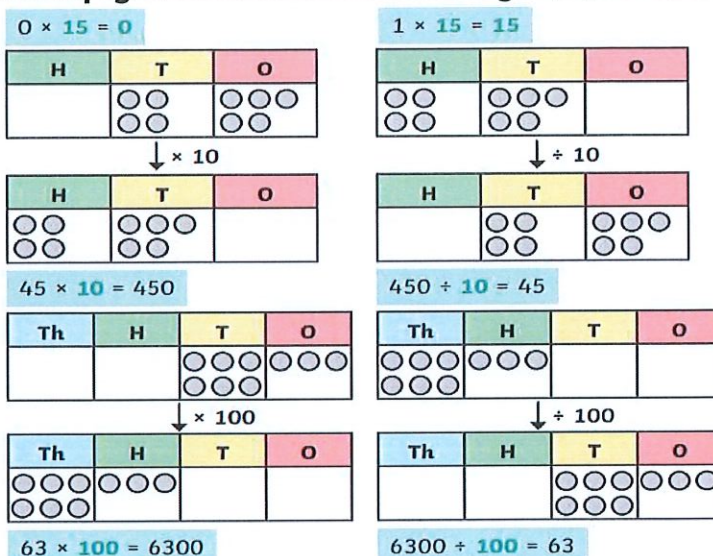
## Y4 Multiplication and Division

### Key Knowledge

#### Factor pairs and commutativity

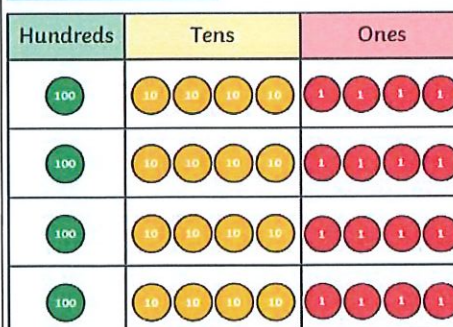


#### Multiply and divide a number by 0, 1, 10 and 100

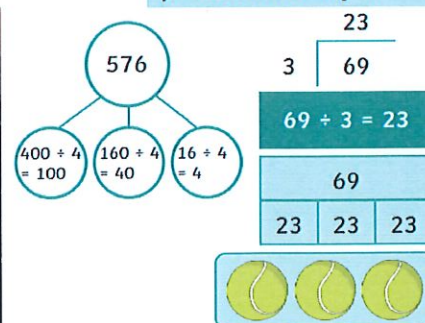


#### Short division

$$576 \div 4 = 144$$

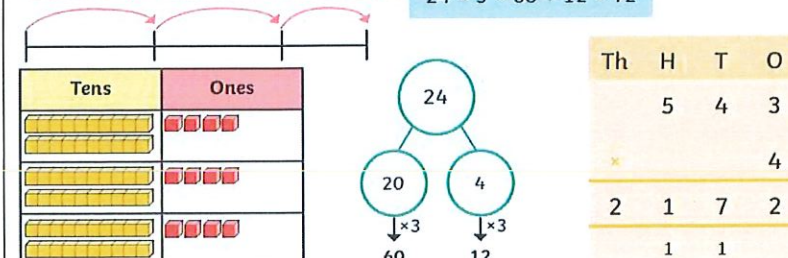


There are 69 tennis balls packed in tubes of 3.



#### Multiply using formal and informal methods

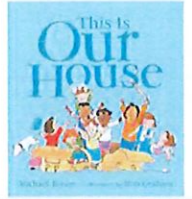
$$10 \times 3 = 30 \quad 10 \times 3 = 30 \quad 4 \times 3 = 12 \quad 24 \times 3 = 60 + 12 = 72$$





### SMSC

In SMSC lessons this term, I will be focusing on what discrimination means and why someone might feel like an outsider. I will read a story called 'This is Our House' by Michael Rosen. In this story, George makes a cardboard house all for himself. When his friends make a new rule that red heads are not allowed in, George has a good think. This story is about sharing and friendship and realising that everyone is different which makes life more fun!



### Key vocabulary I will use in SMSC:

Acceptance, discrimination, different, outsider, sharing, friendship

### French - Animals I like / do not like

French Y3 Stage 1 Spring 1: Animals I like and don't like

Language Detectives' Memory Bank of Animals

**Noun Bank**

Un chat (a cat)  
Un chien (a dog)  
Un poisson (a fish)  
Un cheval (a horse)  
Un lapin (a rabbit)  
Un mouton (a sheep)  
Un serpent (a snake)  
Un oiseau (a bird)  
Une vache (a cow)  
Une souris (a mouse)

**Sound spelling**

"ch"  
"oi"

**Grammar**

There are two words for "a" in French. These words are "un" and "une".

**Grammar**

In French when we use "the" with a plural noun, we use the word "les".

**Question and Answer Bank**

J'aime .. - I like  
Mon animal préféré est .... My favourite animal is....  
Quel est ton animal préféré? - What is your favourite animal?

**Fact Bank**

In different languages animals make different noises. In French the noise a dog makes is "ouaf".

### Music-Reggae- Three little birds- Bob Marley and The Wailers

#### Knowledge Organiser – Three Little Birds – Year 3, Unit 3



#### 1 – Listen & Appraise: Three Little Birds (Reggae)

**Structure:** Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Instruments/voices you can hear:** Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

**Find the pulse as you are listening:** Dance, clap, sway, march, be an animal or a pop star.

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – C + D.

**Bronze:** no notes | **Silver:** C, sometimes D | **Gold:** C + D challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

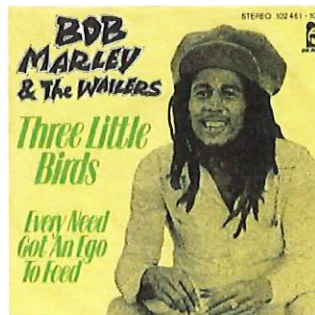
**Improvise** using up to 3 notes – C, D + E. **Bronze:** C | **Silver:** C + D | **Gold:** C, D + E challenge. *Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:



#### About this Unit

**Themes:** Reggae, happiness and animals.

**Facts/info:** Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

#### Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

**Vocabulary:** Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

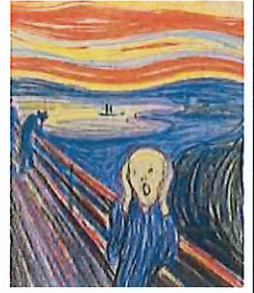
**What are the 'style indicators' of Reggae music? How do you know this is Reggae music?**

## Art, COJOs and Computing

### Art

This half term in art, I will use inspiration from the The Dordogne, France: Lascaux's prehistoric cave paintings to create my own 'Stone Age' inspired cave art.

Throughout this half term, I will learn which size brushes and how much water creates the best watercolour washes. I will learn how to use hatching and cross hatching to shade drawings. I will learn how hatching and cross hatching can be used to make shadows and add tone. I will also learn how to use watercolour paint to produce washes for backgrounds.



### Key vocabulary we will use:

**Drawing-** line, shading, pattern, pastels, blending, pressure, thickness, hb, charcoal

### Computing - Sequencing sounds

This term, I will create sequences in a block-based programming language to make music. Throughout this unit I will:

- Identify the objects in a Scratch project (sprites, backdrops)
- Explain that objects in Scratch have attributes
- Recognise that commands in Scratch are represented as blocks
- Identify that commands have an outcome
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### Key vocabulary I will use in computing:

Algorithm, backdrop, blocks, bug, chord, code, commands, costume, debug, design, event, glide, go to, motion, note, order, point in direction, programming blocks, programming, run the code, Scratch, sequence, sprite, stage, task, turn.



P.E

Dance

In our indoor P.E. sessions this half term, I will explore movement and dance through improvisation, introducing unison and matching. I will sustain my cat and space characters to add drama and emotion to the dance.



Football

In our outdoor P.E sessions, I will build on my understanding of and refine dribbling in order to keep control and possession of the ball. I will explore the purpose of turning in a game of football and understand why turns can help us to keep possession. I will apply my passing and moving skills to keep possession of the ball

Key vocabulary I will use in P.E:

**Dance** - movements, unison, canon, sequence, expression, drama, emotion

**Football** - dribble, pass,

COJO's

In our COJO's sessions this term, we will learn about the amazing Ernest Shackleton!



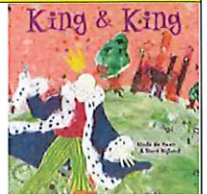
**COMMANDO<sup>®</sup>  
JOE'S**

**MISSION OVERVIEW:** Ernest Shackleton was a pioneer of Antarctic exploration. He led three British missions to the region between 1901 and 1917. During this unit, your teams of explorers will sail to Antarctica and face treacherous conditions of ice and snow. Can they shelter from and survive the harsh terrain? Travelling by boat and foot, this will be a mission of endurance, teamwork and resilience.

**Key vocabulary I will use in COJO's:** respect, empathy, self-awareness, perseverance, excellence, communication, teamwork, pioneer

### SMSC

In SMSC lessons this term, I will be focusing on why people get married. I will read a story called 'King and King' by Stern Nijland and Linda De Haan. *King & King* tells the story of a young prince whose mother is forcing him to find his princess. However, after meeting many princesses, the prince falls in love with another prince.



#### Key vocabulary I will use in SMSC:

Acceptance, marriage, love, inclusion

### French - Family and parts of the face

French Y4 Stage 2 Spring 1: Family



#### Language Detectives' Memory Bank of Family

##### Noun Bank

Le papa - the dad  
Le frère - the brother  
Le bébé - the baby  
Le grand- père - the grandad  
La maman - the mum  
La soeur - the sister  
La grand-mère - the grandma  
La famille - the family

##### Sound spelling

"uis"

"ille"

"é"



##### Question and Answer Bank

Qui es- tu? - Who are you?  
Je suis ..... - I am .....

##### Grammar

There are two words for "the" in French with singular nouns. These words are "le" and "la"

French Y4 Stage 2 Spring 1: Parts of the face



#### Language Detectives' Memory Bank of "parts of the face".

##### Noun Bank

le nez - the nose  
la bouche - the mouth  
la tête - the head  
les cheveux - the hair  
les yeux - the eyes  
les oreilles - the ears

J'ai.... - I have ...  
Je suis... - I am...

##### Grammar

There are two words for "the" in French with singular nouns (le and la)  
There is only one word for "the" with French plural nouns and this is "les".

##### Sound spelling

sont  
ez  
che  
eux

##### Question and Answer Bank

De quelle couleur est ....? - What colour is ...?  
De quelle couleur sont....? What colour are....?  
La bouche est .... - The mouth is.....  
Les oreilles sont ..... The ears are.....

##### Fact Bank

In English hair is a singular noun and in French "hair" is a plural noun (les cheveux).



## Music-Reggae- Three little birds- Bob Marley and The Wailers

### Knowledge Organiser – Three Little Birds – Year 3, Unit 3

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**Warm-up games** play and copy back using up to 2 notes – C + D.

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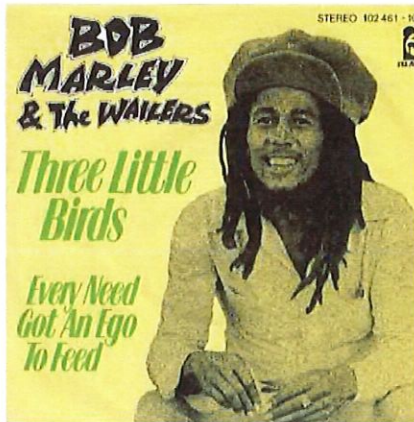
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## Y4 Art, COJOs and Computing

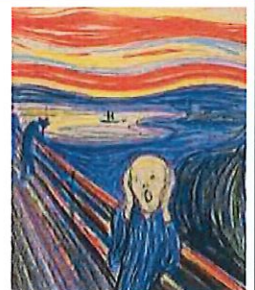
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## **Y4 P.E and COJO's**

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**Football** – dribble, pass,

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