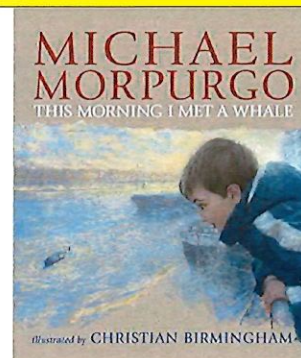
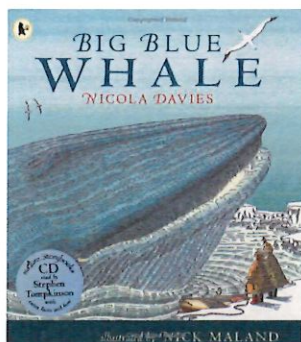


# WOODLANDS PRIMARY SCHOOL



Year 3/4  
Spring 2 Curriculum

Ready · Respectful · Safe

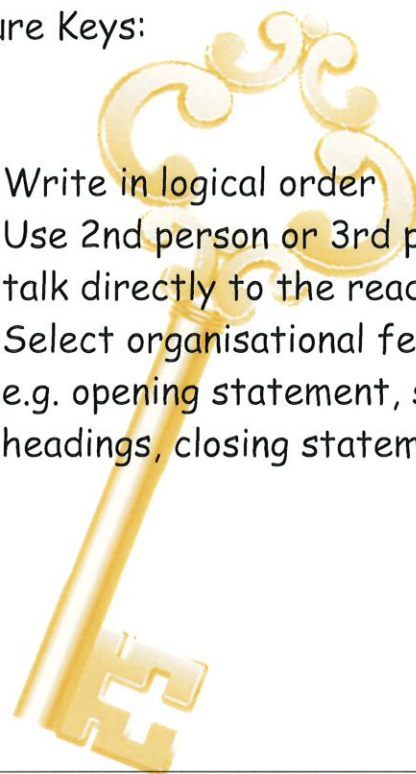


Your Mastery Targets for this term are to...

- Use capital letters, full stops and question marks
- Use co-ordinating conjunctions
- Use subordination (when, if, that, because) to join clauses
- Write in consistent 1<sup>st</sup> or 3<sup>rd</sup> person

Feature Keys:

- Write in logical order
- Use 2nd person or 3rd person to talk directly to the reader
- Select organisational features e.g. opening statement, sub-headings, closing statement



Vocabulary we will use this term...

#### Year 3/4 Words


actually	knowledge
although	question
consider	sentence
earth	separate
enough	special
guide	therefore
heart	various
increase	weight
important	

#### Year 1/2 Words

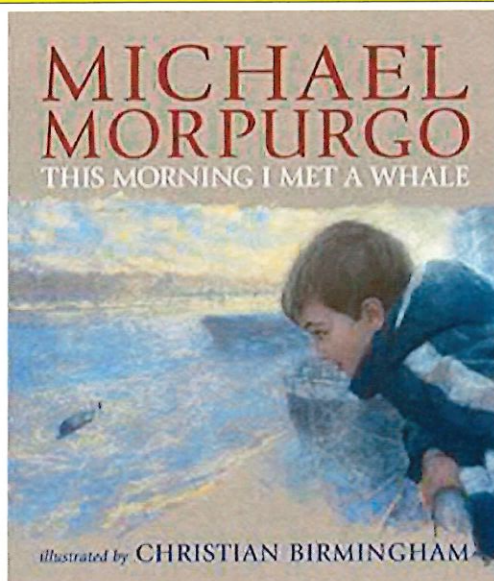
whole  
water  
children  
child  
climb  
our  
they  
because  
beautiful

#### Topic Words

protected	mammal
creature	blowhole
surface	baleen
bristly	krill
gulp	shrimp
slithers	shoal
nudges	sieve
feast	blubber
shallows	Equator
stranded	dawn
	chorus

Spring Term 2 2024	Year 3 and 4	
<b>Forces and Magnets</b>		
<b>During this topic we will learn about:</b> Pushes and pulls Faster and slower forces Magnet strength Magnetic Poles Magnets		<b>Some new (and familiar) vocabulary we will use:</b> Force, push, pull, friction, surface, magnet, magnetic, attract, magnetic field, repel, compass, direction
<b>You will:</b> Identify forces as pushes and pulls Describe friction as a force that slows objects down Sort materials according to whether they are magnetic or not Identify different poles of a bar magnet		
<b>What did you find out?</b>		





Your Mastery Targets for this term are to...

- ask questions to improve understanding
- draw inferences and justify with evidence
- discuss words and phrases that capture the reader's interest

### Blurb

At sunrise, young Michael spots a whale on the shores of the Thames and thinks he must be dreaming. But the creature is real and brings a message for him - humans must mend the damage they are doing to the planet before it is too late. Can he fulfil his promise to tell others when neither his teacher nor his classmates believe his story?

Vocabulary we will use this term...

- rare
- beached
- disorientated
- blubber
- baleen plates
- harpoon
- fleet
- rapturous
- bewildering



Your Mastery Targets for this unit are to...

1. Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$
2. Write simple fractions and recognise the equivalence

Vocabulary

- Half
- Quarter
- Third
- Numerator
- Denominator
- Whole
- Part

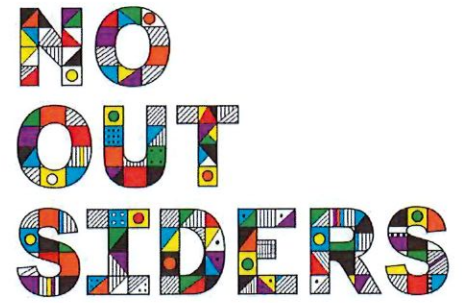


## Y3 SMSC, French and Music

### SMSC

This term, I will use the book *The Hueys in the New Jumper* by Oliver Jeffers to:

- understand why it is hard to be different
- develop strategies to help someone who feels different



### French - Using numbers to 15

French Y3 Stage 1 Spring 2: using numbers up to 15



#### Language Detectives' Memory Bank of using numbers up to 15

##### Numbers Bank

onze- 11  
douze- 12  
treize- 13  
quatorze- 14  
quinze- 15



(Up to 20:  
seize- 16  
dix-sept- 17  
dix-huit- 18  
dix-neuf- 19  
vingt- 20)

##### Sound spelling

"qua"

"quin"

"seize"



##### Grammar

In English we ask people "how old are you?" and in French we ask what age "have you?".

##### Fact Bank

In Hopscotch in French the bottom of the hopscotch grid is called "la terre" (the Earth) and the top of the grid is called "le ciel" (the sky).

##### Question and Answer Bank

Quel âge as-tu? - How old are you?  
J'ai .....ans - I am ... years old



### Music

This half term, I will be learning and performing the gospel song 'Lean on me,' by Bill Withers along with other soul and gospel songs. I will be working on using my voice to create rhythm and pitch. Together with my friends, I will compose my own melody to play in the instrumental section.

#### Vocabulary I will use in Music:

Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

## Art

### Textiles and Printing

The children will create their own version of The Great Wave by Hokusai by:

- Creating several small printing blocks
- Using nature to inspire their patterns
- Creating repeated patterns and layers of colours for effect
- Adding digital media online
- Exploring weaving different materials together to create patterns and textures
- Using PVA glue to create their own collages
- Exploring different ways of colouring fabrics



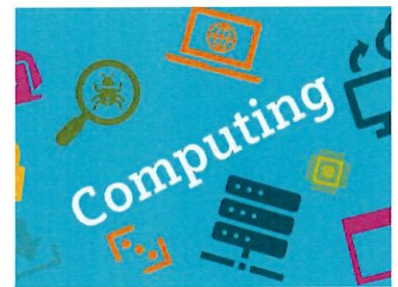
### Key vocabulary I will use:

Plait, Loom, Weave, Texture, Material, Dye  
Printing block, Relief, Incise, Coiled string

### Computing – Branching Database

This half term, I will

- explain that data gathered over time can be used to answer questions
- use a digital device to collect data automatically
- explain that a data logger collects 'data points' from sensors over time
- use data collected over a long duration to find information
- identify the data needed to answer question
- use collected data to answer questions



### Key vocabulary I will use in computing:

Attribute, value, questions, table, objects, branching databases, objects, equal, even, separate, order, organise, j2data, selecting, pictogram, information, decision tree, questions



## P.E and COJO's

### P.E

#### Dodgeball

This half term, I will develop my understanding and application of when, where and why we need to dodge during a game.

#### Netball

In my netball sessions, I will also develop my ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, resulting in a shooting opportunity.

#### Key vocabulary I will use in P.E:

Dodgeball - dodge, direction, attack, defend

Netball - attacker, defender, possession, chest pass, footwork



### COJO's



**COMMANDO<sup>®</sup>  
JOE'S**

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



**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

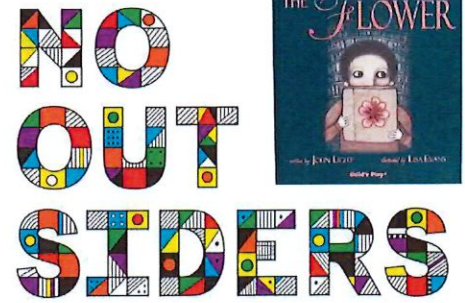


## Y4 SMSC, French and Music

### SMSC

This term, I will use the book 'The Flower' by John Light to;

- to know that we all have choices
- to know why it's good to learn and new and different things



### French - Parts of the body

French Y4 Stage 2 Spring 2: parts of the body



#### Language Detectives' Memory Bank of "parts of the body"

##### **Nouns Bank**

Le pied – the foot  
Les pieds- the feet  
La jambe- the leg  
Les jambes- the legs  
Le bras – the arm  
Les bras- the arms  
L'épaule– the shoulder  
Les épaules – the shoulders  
La tête – the head  
Le genou- the knee  
Les genoux- the knees

– :

##### **Command Bank (verbs)**

Bougez - move  
Pensez à – Think about  
Touchez- touch  
Levez – lift  
Baissez – lower  
Restez immobile – Stand still.  
Tournez – Turn  
Etirez – Stretch

– :

##### **Grammar**

The plural word for "the" in French is "les".  
"S" and "X" are silent letters that are often added to end of the noun to make the plural ending of the noun e.g. le pied /les pieds

##### **Grammar**

We say and write colours as adjectives after the noun in French.

##### **Grammar**

When we say and write colours as adjectives after the noun in French the spelling may change to match the noun.

##### **Sound spelling**

"bou"  
"as"  
"en"

– :

##### **Fact Bank**

In French the "s" and the "x" on the end of a word are silent letters.

### Music

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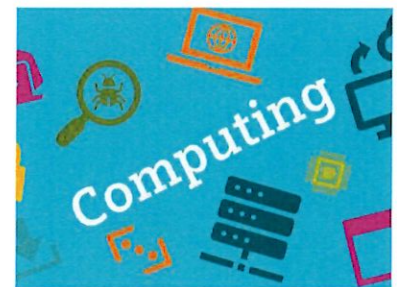
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## Year 3 / 4 Spring 2 Stone Age to Iron Age

Key Vocabulary	
hunter-gatherer	A person who moves from place to place in search of food. Surviving by hunting, fishing and collecting berries, fruits and seeds.
agriculture	Growing crops and keeping animals for food and materials (farming).
settlement	A place where people live together in a community.
tribe	A community of people, ruled by a leader, with shared traditions, ancestors and culture.
monument	A building or structure which is important for learning about the past.
migration	When people move to live in a different place.
technology	Using knowledge to invent new devices or tools.
prehistoric	From a time in the past before there were written records.

Historical Skills Vocabulary	
BC	Used to show that a date is before the year AD 1. This is counted backwards, so 200 BC is before 100 BC.
AD	Used to show that a date is after the year AD 1. This is counted forwards, so AD 100 is before AD 200.
archaeologist	A person who studies the past by excavating historical places and studying objects and remains. 

Palaeolithic (or Old) Stone Age	Mesolithic (or Middle) Stone Age	Neolithic (or New) Stone Age
The Palaeolithic period was significantly longer than any other time in the Stone Age and any other period in human history. In Britain, it is thought to have started around 800,000 BC. At this time, people were hunter-gatherers and moved on to live in a different place once they had hunted and gathered all the food available.	The Mesolithic period started in Britain from around 8000 BC around the end of the last Ice Age. People were still living as hunter-gatherers but towards the end of this time in the Stone Age, people started to learn about agriculture.	People started to live in permanent settlements having been introduced to agriculture by people migrating from Europe.
		



### The Bronze Age

During the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. There was a lot of migration to Britain during this period. Some of the people who arrived in Britain were from Central Europe and were called the 'Beaker People'. They are known for the distinctive bell-shaped pottery they made, mainly used for drinking from. It is likely, but not certain, that the Beaker People brought their knowledge of making bronze to Britain and that is how the Bronze Age in Britain started.



### The Iron Age

During the Iron Age, technology developed further across many aspects of life. People began to make tools and weapons from iron. Again, many of the new ideas came with the migration of people. People who lived at this time are now often called 'Celts'. Celts were farmers and lived as part of a tribe.

Hillforts developed during the Iron Age. Communities lived on hills for protection from when other tribes attacked.

