

**Curriculum Map for the Spring Term: Guide for Parents, Carers and Families
Year 2018/19**

This document is updated at the start of each half term to reflect the children's identified learning needs

The learning the children will be covering this term includes:

Subject	Spring 1	Spring 2
Learning Journey theme	Vanishing Rainforests	Palaeontology Rocks!
Learning Journey question	How and why are rainforests under threat?	What are fossils? How have they been made?
Learning Journey hook	A hands-on Bug Fest visit with rainforest creatures Date: 21.01.18	Excavation! Date: TBC
Parent Share event	Parents Consultations Wonderful Work Share W/c 04.03.19 02.04.19	Wonderful Work Share Samba concert Date: 02.04.19 Date: 27.03.19
English	<p>Writing Fiction: Story with global issues Non-fiction: Write descriptive setting of the rainforest Reasoning and debate on deforestation Persuasive letter against deforestation Poetry: Rainforest animal poetry and performance.</p>	<p>Writing Fiction: Describing the setting based on <i>Pebble in My Pocket</i> Non-fiction: Fossil Hunting Guide on the Jurassic coast (including the history of Mary Anning) Poetry: Shape poetry – based on observations of fossils. Easter poetry linked to Salvation in RE.</p>
	<p>Reading: <i>The Great Kapok Tree</i> by Lynne Cherry. <i>The Vanishing Rainforest</i> by Richard Platt and Rupert van Wyk. <i>Rainforest Animals</i> by Paul Hess. <i>For Forest</i> by Grace Nichols Apply their growing knowledge of root words, prefixes and suffixes; Increase their familiarity with a wide range of books and retell some of these orally; Check that the text makes sense to them and explain the meaning of words in context. Prepare poems to read aloud and perform Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>Reading: <i>Pebble in My Pocket: A History of Our Earth</i> by Meredith Hooper and Chris Coady <i>Stone Girl, Bone Girl</i> by Laurence Anholt <i>Lulworth Rocks</i> by Maddy Pfaff and David Simcox DK Eyewitness FOSSIL <i>History VIP: Mary Anning (Brilliant Biographies of the Dead Famous)</i> by Kay Barnham Nonsense poetry, tongue twisters and riddles linked to Mary Anning's <i>Sea Shells</i> tongue twister</p> <p>Read further exception words; Read books that are structured in different ways; Prepare poems to read aloud and perform; Ask questions to improve their understanding of a text. Identify themes and conventions in a wide range of books. Recognising some different forms of poetry. Apply their growing knowledge of root words, prefixes and suffixes. Identifying how language, structure, and presentation contribute to meaning</p>
	<p>Handwriting: use diagonal and horizontal strokes to join letters and know which to leave unjoined.</p>	<p>Handwriting: Increase the legibility, consistency and quality of their handwriting.</p>
Maths	<p>Maths No Problem Year 3: Further Multiplication and Division: To multiply by a 2-digit number using decomposing and moving on to</p>	<p>Maths No Problem Year 3: Continuing with Fractions: To be able to compare unit fractions and compare fractions with the same and with different</p>

	<p>regrouping. To divide with regrouping. To solve problems using these written multiplication and division methods.</p> <p>Fractions: To be able to count in tenths. To be able to add and subtract fractions with the same denominator within 1 whole. To be able to recognise, show and find equivalent fractions. To be able to find the simplest form of a fraction.</p> <p>Year 4: Further Multiplication and Division: To divide and multiply by 1 and 0 and understand the law of commutativity. To multiply three numbers together using prior knowledge of multiplication tables. To multiply multiples of 10, leading to the multiplication of 2-digit numbers using short multiplication. To multiply multiples of 100, leading to multiplying 3-digit numbers using short multiplication. To divide 2-digit numbers using two methods, including numbers with remainders. To solve multiplication and division problems using the methods they have learned and to use bar models to visualise what the problem is asking them to do.</p> <p>Fractions: To be able to count in hundredths. To be able to write mixed numbers and show them on a number line. To find equivalent fractions. To simplify mixed numbers, improper fractions. To add fractions with the same denominator. To record answers in the simplest form. To subtract a fraction from a whole number and a mixed number.</p>	<p>denominators. To be able to add and subtract fractions with the same denominator within or from 1 whole. To be able to recognise, find and write fractions of a discrete set of objects. To be able to relate fractions to division. To be able to solve word problems involving fractions.</p> <p>Length: To be able to read and write length and height in kilometres, metres and centimetres. To compare lengths. To be able to solve word problems on lengths, involving the 4 operations.</p> <p>Year 4: Continuing with Fractions: To be able to solve word problems involving fractions.</p> <p>Decimals: To be able to recognise and write decimal equivalents of any number of tenths and any number of hundredths. To be able to read and write numbers as decimals. To be able to compare and order numbers with the same number of decimal places up to 2 decimal places. To be able to identify numbers, which are 1 tenth or 1 hundredth more/less in a number sequence. To be able to round numbers with 1 decimal place to the nearest whole number. To be able to recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. To be able to divide 1- or 2-digit numbers by 10. To be able to divide 1- or 2-digit numbers by 100. To be able to apply knowledge of decimal numbers to solve problems.</p> <p>Graphs: To be able to draw and read picture graphs, bar graphs and line graphs. To be able to use knowledge of graphs to solve problems.</p>
	<p>Times Tables: Multiplication and division facts for 3s, 4s and 8s (Year 3) and 6, 7, 9, 11s and 12s (Year 4) with increasing fluency.</p>	<p>Times Tables: Multiplication and division facts for 3s, 4s and 8s (Year 3) and 6, 7, 9, 11s and 12s (Year 4) with increasing fluency.</p>
Religious Education	<p>Hinduism: How do religions and philosophies understand and develop beliefs and teachings within their traditions? How do Hindus use Gods to influence their lives?</p>	<p>Salvation: Why do Christians remember the events of Holy Week every year?</p>
Science	<p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Rocks and Fossils:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter
Computing	<p>We are meteorologists – presenting the weather: Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be</p>	<p>We are co-authors – producing a wiki: Solve problems by decomposing them into smaller parts. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>

	discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use search technologies effectively. Be discerning in evaluating digital content. Use a variety of software (including internet services) to create content including presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History	Not a focus this half term	<p><u>History of Mary Anning – taught through English:</u></p> <ul style="list-style-type: none"> To continue to develop a chronologically secure knowledge and understanding of British history (relating to the early 19th Century) To understand how people's lives have shaped this nation To discern how and why contrasting arguments and interpretations of the past have been constructed (relating to God's Creation) Linked to a local history study (Lyme Regis)
Geography	<p>Eco system within a rainforest Locations around the world Climate Living things in the rainforest Adaptation Deforestation Weather – linking to Computing</p> <p>National Curriculum: Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Physical geography: climate zones, biomes and vegetation belts, rivers. Human geography: types of settlement and land use, economic activity and trade links, the distribution of natural resources. Use maps and globes to locate countries and describe features.</p>	<p><u>Linking to Mary Anning and Rocks and Fossils in Dorset (Jurassic coast) and linking with the Leeson House trip in the Summer term:</u></p> <p>Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills and fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. [Leeson House]</p>
French	<p>Bonne Année, numbers to 20, alphabet letters, listen to French stories and songs, French dance, actions (e.g. sautez for jump).</p> <p><u>Year 3: Je m'appelle</u></p> <p><u>Year 4: Adverbs of manner (e.g. lentement, vite), numbers to 30, rhyming words.</u></p>	<p>Learn a French song (French version of a Farmer's in his Den), vary pitch and tone of voice and pace of what is said, listen to French stories and music, phrases for politeness (e.g. s'il te plait/merci/voila), classroom objects,</p> <p><u>Year 4: Become aware of gender and number when using nouns, spellings of familiar words, simple written sentences.</u></p>
Physical Education	<p>PE: Gymnastics: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Games: Invasion Games, focusing on tag rugby: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,</p>	<p>PE: Maypole Dancing: perform dances using a range of movement patterns</p> <p>Games: Invasion Games, focusing on hockey: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>

	rounders and tennis], and apply basic principles suitable for attacking and defending	
Art and Design	<p><u>Henry Rousseau – plants and animals</u> To explore the art of Henri Rousseau. To be able to improve their master of drawing rainforest animals in the style of Rousseau, using a range of materials (pencil, oil pastel) and using collage to create the scene.</p>	<p><u>Pop art - fossils in the style of Andy Warhol</u> To learn about great artists and designers in history</p> <p><u>Easter watercolour/artwork</u> To improve their mastery of art and design techniques, including painting.</p>
Music	<p>Music from around the world linking to Rainforests: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Whole class Samba lessons with the Dorset Music Service Musicianship Programme: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Whole class Samba lessons with the Dorset Music Service Musicianship Programme: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Performance to parents and carers.</p>
Design and Technology	<p>Not a focus this half term D&T Day: Cam model for moving animals</p>	Design, make and evaluate packaging to transport fragile rocks and fossils
Assessment Week	Teachers will be making informal ongoing assessments of the children's starting points so children can be grouped and targeted accordingly	Teachers will be making informal ongoing assessments of the children's starting points so children can be grouped and targeted accordingly