
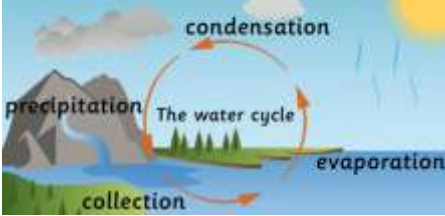






CURRICULUM MAP KANDINSKY SUMMER A 2024



<p>English</p>	<p><u>Explanation Text</u> We will identify the features of explanation texts and write an explanation of the water cycle. (Continued from Spring B – link with Geography)</p> <div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p><u>Literacy shed Animation – Tadeo Jones</u> <u>Setting Description</u> Write a setting description of the inside of the tomb. <u>Diary Entry</u> Write a diary entry telling Tadeo's story with a focus on building tension.</p> </div>  </div>
<p>Maths</p>	<p><u>Year 3</u></p> <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure in millimetres, centimetres and metres and find equivalent lengths. • Compare lengths and add lengths. <p>Fractions</p> <ul style="list-style-type: none"> • To add and subtract fractions. • To find unit and non-unit fractions of a set of object. • To solve reasoning problems with fractions of an amount. <p>Mass and Capacity</p> <ul style="list-style-type: none"> • To measure mass in grams and kilograms. • To compare, add and subtract mass. • To measure capacity and volume in litres and millilitres. • To compare, add and subtract volume and capacity. <p><u>Year 4</u></p> <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure and find equivalent lengths in metres and kilometres. • Find perimeters of rectilinear shapes and regular polygons. <p>Decimals</p> <ul style="list-style-type: none"> • To understand tenths and hundredths as fractions and decimals. • To divide 1 and 2 digit numbers by 10 and 100. • To partition, compare and order decimals. • To round decimals to the nearest whole number. • To understand halves and quarters as decimals.
<p>Science</p>	<p style="text-align: center;"><u>Food and the Digestive System</u></p> <div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>We will be learning about the human digestive system. We explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. We will link this learning to animals' diets and construct food chains to show the flow of energy.</p> </div> </div>
<p>RE</p>	<p style="text-align: center;"><u>Sikhism</u></p> <p>How do the gurus move Sikhs from dark to light? We will engage with the idea of someone moving you from dark to light. We will enquire into the idea of Nanak as a guru. We will explore how Nanak became a guru in Sikh narrative and how the Guru Granth Sahib is a living guru. We will also explore how Sikhs focus on listening to the true Guru as they live their lives.</p> 






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Art	 <p style="text-align: center;"><u>Making Animated Drawings</u></p> <p>We will explore how artists can make animations by creating drawings which move in a sequence. We will use our mark making skills and imagination to make our drawings visually engaging and use our moving drawings to share narratives. We will explore the way artist Lauren Child works.</p>
History	<p style="text-align: center;"><u>Ancient Civilisations</u></p> <p>We will be learning about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. We will learn about the rise, life, achievements and eventual end of each civilisation.</p> 
Geography	<p style="text-align: center;"><u>Interconnected World</u></p> <p>We will identify physical features in the United Kingdom and learn about the National Rail and canal networks.</p> 
Music	<p>Led by specialist music teacher, Mrs Scrase</p> <ul style="list-style-type: none"> Expressive - Developing notes learnt on the recorder.
PSHE	<p style="text-align: center;"><u>Myself & My Relationships: Managing Change</u></p> <p>We will:</p> <ul style="list-style-type: none"> Identify some changes which have happened in our lives and those of others, and changes which may happen in the future; Explain why friendships might change and how they might cope with these; Describe possible feelings linked to loss and change, and understand that these feelings can change over time; Suggest how someone might feel and behave when someone they love dies; Have some strategies for coping with feelings related to changes in their lives; Know who to approach for support with changes and associated feelings Give some examples of temporary and permanent, as well as planned and unplanned changes; Be able to explain how sometimes change can be a positive experience and something to look forward to.
PE	<p style="text-align: center;"><u>Dance</u></p> <p>Tuesday afternoons, indoor kit needed <u>Machines</u> We will compare, develop and adapt movement motifs to create longer dances. We will use dance vocabulary to compare and improve our work.</p> <p>Friday afternoons, outdoor kit needed <u>Cricket</u> We will: Develop throwing and catching skills working on technique, accuracy and distance; Develop striking skills working on technique, accuracy and distance; Develop an understanding of associated rules within games they play.</p>
Computing	<p style="text-align: center;"><u>Computer Science</u></p> <p>Year 3 – Events and actions in programming. We will explore the links between events and actions, whilst consolidating prior learning relating to sequencing. We will begin by moving a sprite in four directions (up, down, left and right). We will explore movement within the context of a maze, using design to choose an appropriately sized sprite.</p> <p>Year 4 – Computer Science – Introduction to Microbits as data-loggers.</p>



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	<p>We will consider how and why data is collected over time using special input devices called sensors. We will collect data as well as access data captured over long periods of time. We will look at data points, data sets, and logging intervals.</p>	
French	<p>Complete Je peux unit from last term, then:</p> <p>Je me présente (Introducing myself)</p> <p>We will: Count to 20; Say our name and age; Say hello and goodbye, then ask how somebody is feeling and answer how we are feeling; Say where we live; Say our nationality and understand basic gender agreement rules.</p>	
Please remember	<p>Reading diaries and reading books should be in school daily.</p> <p>PE Kits should be worn on Tuesday and Friday.</p> <ul style="list-style-type: none">• Daily reading remains a vital home learning task so please do continue to ensure that reading is a key part of your child's daily routine. Research is clear that reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.• Mathletics home learning will be set each week – please complete this by Monday of each week. This is a really important opportunity for the children to consolidate and reinforce the learning that has taken place in class – it really does make a noticeable difference when children complete this consistently.• TT Rockstars is also a great resource provided by school and just 5 minutes each day will really improve vital skills in times tables including the inverse division facts.	