

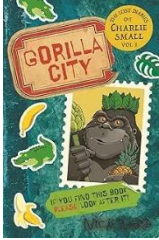




CURRICULUM MAP

KANDINSKY

SPRING B 2025



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| <p style="text-align: center;">English</p>  | <p><u>Charlie Small, Gorilla City – Nick Ward</u> <u>Until I met Dudley – Roger McGough</u> Explanation Text: we will investigate the interesting inventions in the above books and then create our own inventions and write about them in an explanation text. We will use paragraphs to organise our ideas including using the first paragraph to introduce what you will be explaining. We will then organise the following paragraphs according to the stages of the process. We will publish our inventions (together with labelled diagrams) in our very own class encyclopaedia!</p> <p>Newspaper report: we will use our geographical knowledge of earthquakes to write a newspaper report on a natural disaster. We will think about expressing time, place and cause using adverbs, prepositions and conjunctions. We will also write introductory paragraphs as well as a simple summary in our final paragraph to conclude the report. We will also explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text.</p> |
| <p style="text-align: center;">Maths</p>  | <p style="text-align: center;"><u>Year 3</u></p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> To count up and down in tenths To recognise, find and write fractions of a discrete set of objects To compare and order unit fractions and fractions with the same denominators To recognise and use fractions as numbers: unit fractions and non-unit fractions To recognise and show, using diagrams, equivalent fractions with small denominators To add and subtract fractions with the same denominator within one whole. <p><u>Mass and capacity</u></p> <ul style="list-style-type: none"> To measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml) <p style="text-align: center;"><u>Year 4</u></p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> To recognise and show, using diagrams, families of common equivalent fractions Count up and down in 100ths; recognise that 100ths arise when dividing an object by 100 and dividing tenths by 10 Add and subtract fractions with the same denominator where the answer can be more than 1 Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities. <p><u>Decimals</u></p> <ul style="list-style-type: none"> To recognise and write decimal equivalents of any number of tenths or hundredths Divide 1- and 2- digit numbers by 10 and 100 <p>There are some brilliant guides to support parents on the Maths curriculum section of our website here.</p> |
| <p style="text-align: center;">Science</p>  | <p><u>Plant nutrition and reproduction</u> This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.</p> <p>We will use the growing tower to plant seeds and learn about 'hydroponics' as these seeds won't be planted in soil!</p> |



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| <p style="text-align: center;">RE</p>  | <p><u>Key question: What is the trinity?</u></p> <p>In this Understanding Christianity unit, we will explore the trinity and its importance as a fundamental concept within Christianity. We will learn that the Trinity is the belief that God is three separate persons but is still a single God; there is One God, who is Father, Son, and Holy Spirit.</p> |
| <p style="text-align: center;">Art</p>  | <p><u>Exploring Still life</u></p> <p>The aim of this project is to introduce the genre of still life, explore traditional and contemporary still life artists and make our own creative responses. We will make links with our science unit to create still life images of a variety of flowers.</p> |
| <p style="text-align: center;">Geography</p>  | <p><u>Rocks, Relics and Rumbles</u></p> <p>This term, we will move from volcanoes ... onto earthquakes! We will discover what causes earthquakes and their impact both to the landscape and to humans.</p> |
| <p style="text-align: center;">Music</p>  | <p><u>Symphony no. 9</u></p> <p>In Music, we will be exploring Symphony no. 9 in E Minor 'From the New World' by Antonin Dvorak. We will look at the story behind the music and listen to quality performances. We will look at the structure of the Largo and create our own melodies on xylophones using the piece as inspiration. We will start using the staff as well as using graphic notation to record our compositions. We will then focus on our ensemble and performance skills.</p> |
| <p style="text-align: center;">PSHE</p>  | <p><u>Managing safety and risks</u></p> <p>This unit focuses on introducing concepts of risk management in real life situations. The children will develop their understanding of ways in which risks might be assessed and reduced.</p> |
| <p style="text-align: center;">PE</p>  | <p>On Tuesdays, Kandinsky will be continuing ball skills outside focusing on net games, with tennis as our main focus.</p> <p>On Fridays, Kandinsky will have a specialist gymnastics teacher. This term's focus will be how to move the body around an axis by performing a range of rolling, turning, spinning and twisting movements within a gymnastic routine.</p> |
| <p style="text-align: center;">Computing</p>  | <p style="text-align: center;"><u>Year 3 – Branching databases</u></p> <p>We will develop an understanding of what a branching database is and how to create one. We will use yes/no questions to understand what attributes are and how to use them to sort. We will then create physical and on-screen branching databases and an identification tool using a branching database, which we will then test by using it.</p> <p style="text-align: center;"><u>Year 4 – Publishing work: photo editing</u></p> <p>We will develop our understanding of how digital images can be changed and edited and how they can be resaved and reused. We will consider the impact that editing images can have. We will use photo editing software to crop and rotate an image, experiment with colour effects and add to the composition by cloning.</p> |
| <p style="text-align: center;">French</p>  | <p><u>Les glaces (ice-cream)</u></p> <p>In this half term, children will look at different flavours of ice-cream and roleplay being in an ice-cream parlour!</p> <p>We will also learn about how Easter is celebrated in France.</p> |



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Please remember

- Reading diaries and reading books should be in school daily. Please encourage your children to read for at least 5 minutes a day at home and to write in their diaries.
- PE Kits should be worn on **Tuesday** and **Friday**. Friday's indoor kit must enable us to see elbows and knees, but a warm PE kit may be worn over the top. Also, long hair must be tied back and earrings removed.
- **Mathletics** home learning will be set each week – please try to complete this each week. This is a really important opportunity for the children to consolidate and reinforce the learning that has taken place in class and should not take the children any more than 20 minutes per week.
- **TT Rockstars** is also a great resource provided by school and just 10 minutes each day will really improve vital skills in times tables including the inverse division facts. **This is particularly important for Year 4 children to help them prepare for the Multiplication Tables Check held in June.**
- As the weather gets wetter, please send in a pair of outdoor shoes (in a named plastic bag) that can be worn on the field and get wet (wellies or old trainers are good).