

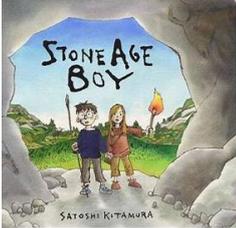
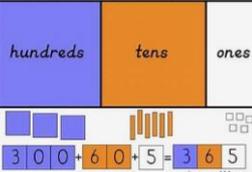


CURRICULUM MAP

KANDINSKY

AUTUMN A 2024



<p style="text-align: center;">English</p> 	<p><u>Adventure stories</u> Core Texts: Stone Age Boy by Satoshi Kitamaru We will rewrite the story, focusing on descriptive language and using repetitive phrases for impact. This work will then be applied to our own adventure story written from a character's perspective.</p> <p><u>Non-Chronological Report</u> We will identify the key features of non-chronological reports and then apply these to writing a non-chronological report about Prehistoric Britain. We will focus on using technical language accurately.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;"><i>Place Value Chart</i></p> 	<p><u>Year 3</u> Place Value</p> <ul style="list-style-type: none"> • Represent numbers up to one thousand using a range of concrete, pictorial and abstract methods • Partition, round, compare and order numbers up to 1000 • Find 1, 10 and 100 more or less than a given number <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Use efficient strategies to add and subtract multiples of 10 and 100 • Use efficient strategies to add and subtract 3 digit numbers. This will involve exchanging <p><u>Year 4</u> Place Value</p> <ul style="list-style-type: none"> • Represent numbers up to 10,000 using a range of concrete, pictorial and abstract methods • Partition, round, compare and order numbers up to 10,000 • Find 1, 10, 100 and 1000 more and less than a given number <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Use efficient strategies to add and subtract 1s, 10s, 100s and 1000s • Use efficient strategies to add and subtract 4 digit numbers. This will involve exchanging • Use estimation to check calculations
<p style="text-align: center;">Science</p> 	<p style="text-align: center;"><u>Human Nutrition and the Skeletal system</u></p> <p>We will learn about the importance of nutrition for humans and other animals. We will learn about the role of a skeleton and muscles and identify animals with different types of skeletons.</p>
<p style="text-align: center;">RE</p> 	<p style="text-align: center;"><u>Key Question: What is it like to follow God?</u></p> <p>In this unit, we will focus on the story of Noah's ark. We will make links between the story of Noah and the idea of covenant.</p>
<p style="text-align: center;">Art</p> 	<p style="text-align: center;"><u>Gestural Drawing using charcoal</u></p> <p>We will look at gestural drawing, exploring charcoal as a medium. We will think about how we can use our bodies to inform how we make marks.</p>
<p style="text-align: center;">History</p> 	<p>Our unit this term, Through the Ages, will focus on the changes that took place in Britain from the Stone Age to the Iron Age. We will learn about this period in British prehistory, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. We will also learn about some of the major achievements of each age.</p>



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<p style="text-align: center;">Music</p> 	<p>'Connect it' by Anna Meredith</p> <p>We will be listening and reflecting on the piece of music and exploring body percussion. We will then create our own musical motifs and structure them into a piece, using musical language appropriate to the task.</p>
<p style="text-align: center;">PSHE</p> 	<p style="text-align: center;"><u>Beginning and Belonging</u></p> <p>We will:</p> <ul style="list-style-type: none"> • be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class • be able to identify emotions that they or someone else might feel in a new situation, and know some ways to help someone who is new to the class and the school • be able to identify people at home, at school and in other contexts of their lives to include in their support networks • know how they can access support and some ways they can help other people.
<p style="text-align: center;">PE</p> 	<p>On Tuesdays, Kandinsky will be developing skills using a ball on the ground: travelling, sending, receiving etc. in hockey and football.</p> <p>On Fridays, Kandinsky will have a specialist dance teacher and our focus will be on creating and performing dance compositions.</p>
<p style="text-align: center;">Computing</p> 	<p><u>Year 3</u></p> <p>Year 3 will learn about inputs, processes and outputs in digital devices. They will compare digital and non-digital devices, before being introduced to computer networks.</p> <p><u>Year 4</u></p> <p>Year 4 will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks. They will learn that the World Wide Web is part of the internet and evaluate online content.</p>
<p style="text-align: center;">French</p> 	<p>Our French lessons will be taught by Mrs Crossan who is a native French speaker. We will begin this half term by learning some phonics – letters and groups of letters make different sounds in French and do not always match English! We will then move on to a unit 'Les instruments'. We will learn the names for lots of instruments and we will be able to say, "I play..." plus an instrument.</p>
<p>Please remember</p>	<ul style="list-style-type: none"> • Reading diaries and reading books should be in school daily. • PE Kits should be worn on Tuesday and Friday. • 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. • As the weather gets wetter please send in a pair of outdoor shoes (in a names plastic bag) that can be worn on the field and get wet (wellies or old trainers are good).