

Jenyns First School and Nursery  
Whole School curriculum maps

English  
Our focus texts throughout the next part of the Summer Term will be:





Maths  
For the next part of the Summer term, we will be exploring decimals, money, shape and statistics.

Step 1 Tenths as fractions	Step 1 Pound and pence	Step 1 Turns and angles
Step 2 Tenths as decimals	Step 2 Write money using decimals	Step 2 Identify angles
Step 3 Tenths on a place value chart	Step 3 Convert pounds and pence	Step 3 Compare and order angles
Step 4 Tenths on a number line	Step 4 Compare amounts of money	Step 4 Types of lines
Step 5 Hundredths as fractions	Step 5 Estimate with money	Step 5 Triangles
Step 6 Hundredths as decimals	Step 6 Add money	Step 6 Quadrilaterals
Step 7 Hundredths on a place value chart	Step 7 Subtract money	Step 7 Polygons
Step 8 Halves and quarters as decimals	Step 8 Find change	Step 8 Draw polygons
Step 9 Make a whole	Step 9 Solve problems with money	Step 9 Symmetry
Step 10 Partition decimals	Step 1 Pictograms	Step 10 3-D shapes
Step 11 Compare and order decimals	Step 2 Interpret bar charts	
Step 12 Round to the nearest whole number	Step 3 Draw bar charts	
Step 13 Divide a number by 10	Step 4 Comparison, sum and difference	
Step 14 Divide a number by 100	Step 5 Interpret line graphs	
	Step 6 Draw line graphs	
	Step 7 Two-way tables	
	Step 8 Collect and represent data	

Science - Sound

During this unit of work, children will learn how vibrations cause sounds and how sounds travel through different mediums at different speeds. They will explore how sounds can change in pitch and loudness and be able to explain this using scientific language. They will develop their scientific skills by planning two fair test investigations to answer the questions: which material is the best at muffling sounds and does the size of the pinnae affect the volume of the sound? Children will also learn what happens to sound vibrations when they reach the ear.



Art - Sculpture - The art of display

The children will learn about the following key concepts:

That artists think carefully not just about what they make, but also how they present what they make.

That when we view sculpture (or other art), the context (way it is presented) affects how we react to it.

That how something will be seen can help us shape what is made.

That we can give thought to how we display the art we make, to help us understand how people will view our work.

Geography - My Region and Campania, Italy

In this unit, children will learn about the world and how it is represented on maps. Children will discover the




Chestnut Class

Year group: 3 and 4  
**Year A** / Year B  
Term: Autumn 2

Music - Adapting and transposing motifs

Learn a new song, singing in time and in tune while following the lyrics.

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<p>different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two.</p>				<p>Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif notating it with reasonable accuracy. Transpose their motif using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.</p> <p>RE – Islam <b>Enquiry Question:</b> What is the best way for a Muslim to lead a good life?</p>
<p><u>Computing</u> <u>Lesson 1 - Online Safety - To understand the rules of social media.</u></p> <p><u>Further coding with Scratch</u> Identify how variables and 'if statements' are used in Scratch games. Explain what a variable is, tracking and how a condition changes what happens. Create variables to keep and display scores.</p>	<p><u>PE - Athletics and Tennis</u></p> <p>PE will be on a Monday and Tuesday, so please ensure PE kits are in school on these days.</p> <p>Also, please make sure all jewellery is removed prior to coming into school. If earrings remain, they will be taped over, or children will have to remove by themselves.</p> 	<p><u>Trips/Experiences</u></p> <p>1<sup>st</sup> June Fire Engine 3<sup>rd</sup> June Year 4 Road Safety 7<sup>th</sup> July Hertfordshire Zoo 9<sup>th</sup> July Transition Day 14<sup>th</sup> July visit Hertford Prep</p>	<p><u>French -</u> <u>By the end of this unit we will be able to:</u></p> <ul style="list-style-type: none"> <li>• Use basic greetings in French, ask somebody how they are feeling and reply when asked.</li> <li>• Ask somebody their name in French and reply when asked.</li> <li>• Recall numbers 1-20 in French.</li> <li>• Ask somebody how old they are in French and reply when asked.</li> <li>• Ask somebody where they live in French and reply when asked.</li> <li>• Express my nationality in French and understand basic gender agreement rules.</li> </ul> 	<p><u>PSHE</u> 'Changing me'</p> 

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