

Stiperstones Overview Spring 2026

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| Class | Stiperstones |
| Year | Year 3/4 |
| Teacher | Lauren Thorne |
| English | Using <i>Into the Volcano</i> by Jess Butterworth as a core text, the children will explore a range of writing genres such as setting descriptions, explanation texts, character descriptions, narratives, book reports, and poetry. |
| Maths | <p>Number and place value Here children will solve problems and practical problems involving.</p> <p>Calculations: involving the 4 operations. $+$ $-$ \times \div Here children will: Add and subtract numbers with up to 4 digits using the formal written method of columnar addition and subtraction where appropriate. Solve problems. Including missing number problems, using number facts, place value and more complex addition and subtraction calculations Write and calculate mathematical statements for multiplication and division using tables. Multiplying and dividing two and three digit numbers by a one- digit number using formal written layout in mental calculations and to solve problems involving missing number problems as well as problems involving multiplying and adding, including using the distributive law.</p> <p>Fractions Children will learn to: find the effect of dividing one or two- digit numbers by 10 and 100 and identifying the value of the digits in the answer as ones, tenths and hundredths. Count up and down in hundredths, recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. Add and subtracting fractions will be covered as well as being able to recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Geometry Children will recognise angles as a property of shape, or description as well as identifying right angles and those that are greater or less than a right angle. Acute and obtuse angles will also be identified. They will also be able to identify horizontal, vertical, perpendicular and parallel lines. Lines of symmetry in 2D shapes will also be covered and children will learn to complete simple symmetric figures.</p> <p>Measure Children will learn to Measure and calculate the perimeter of rectilinear figure (including squares) in centimetres and metres as well as measuring. Comparing, adding and subtracting lengths, mass and volume.</p> |

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| | <p>Children will also learn how to tell and write the time from an analogue clock as well as reading, writing and converting time between analogue and digital 12 and 24 hour clocks.</p> <p>Children will estimate and read time with increasing accuracy to the nearest seconds, minutes and hours and convert from hours to minutes, minutes to seconds, years to months and weeks to days.</p> <p>Vocabulary such as: o'clock, am/pm, morning, afternoon, noon and midnight will also be taught</p> <p>Children will learn Roman Numerals from I to 100 (I-C)</p> <p>Statistics</p> <p>Children will learn to interpret and present data using bar charts, pictograms and tables. Discreet and continuous using appropriate graphical methods will also be covered.</p> |
| Science | <p>Energy, sound and vibrations</p> <p>Children will describe how sounds are made and how they are heard through different mediums. They will be able to explain the relationship between vibration strength and volume and describe the relationship between volume and distance. Children will describe pitch and how it can change and explain how insulating materials can be used to muffle sound. Children will observe how different instruments create a sound, they will research how whales and dolphins communicate underwater. They will also present results using a bar chart and be able to suggest which variables to measure and to measure for how long.</p> <p>Living things: classification and changing habitats</p> <p>Children will be able to group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates as well as plants including flowering and non-flowering plants. They will recognise and describe different habitats and their inhabitants and recognise the impact of natural disasters on habitats. They will record data in different ways, apply and create classification keys, make careful observations, make and use classification keys and present information in different ways.</p> |
| Computing | <p>Teach Computing- Photo Editing</p> <p>In this unit, pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p>Teach Computing-Data Logging- Micro:bits</p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit,</p> |

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| | pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions. |
| Geography | Climate Zones Children will learn how to identify lines of latitude, where the climate zones are and how to compare them as well as learning about the weather patterns and the characteristics of the climate zones. |
| History | All Aboard- How were the first railways a significant turning point in British history? The children will research the invention of the railway system and how it transformed the world, helping to usher us in to the modern age that we live in. |
| RE | What is the 'Trinity' and why is it important for Christians? The children will be able to recognise what a Gospel is and give examples of the kinds of stories it contains. What does it mean to be a follower of the Hindu Dharma in Britain today? This unit supports the principal aim of RE: the principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas of living. This is one of two units about Hinduism, this unit focuses more on Hindu living. |
| Art | Print, colour collage –exploring pattern lesson 1 AccessArt In this pathway, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage Craft and design-the fabric of nature – Kapow Using the flora and fauna of tropical rainforests as a starting point, children will develop drawings through experimentation. |
| PE | Spring 1 Dance Invasion games Spring 2 Net and wall games OAA |
| PSHE | British Values The Children will understand that British Values underpin what it is to be a citizen in a modern and diverse Britain, which allows us to create environments free from discrimination, intolerance and hate. Kapow- Safety and the Changing Body In this unit, children will learn how to communicate safely with adults; considering who keeps us safe in our community. Kapow- Citizenship Children will consider why we have rules; recognising similarities and differences between ourselves and others. |

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| Music | Music-Charanga – This is a six-week Unit of Work. All the learning is focused around one song: Bringing Us Together- Disco. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. |
| MFL | Primary Languages Network- Here the children will learn all about the face and body and sing songs to help them remember the facts. |
| D & T | 2D shapes to 3D product Shell structures- treasure box The children will learn how to design and make a treasure box. The big task is to design and make a container that can hold one or two favourite small items safely and that, from its appearance, reflects the importance and nature of the contents. The children will use a Computer Aided Design (CAD) for this unit. |