

'LEARNING FOR LIFE, CARING FOR ALL'

Our curriculum is driven by our school values: CHALLENGE, CURIOSITY, PERSEVERANCE, TEAMWORK, EQUALITY, HEALTH, KINDNESS, CREATIVITY.



AUTUMN 1 Years 3 and 4

MATHS

This term, all LKS2 children will be revisiting Place Value, Addition and Subtraction concepts taught last year. This will be done by using White Rose Flashbacks or by having our weekly revision sessions. They will also be taught key aspects of Place Value, Addition and Subtraction from their current year group. Children will develop their fluency, reasoning and problem-solving skills within these topics.

ON THE BOIL

Children will also work towards speed and accuracy with the rapid recall of their **NUMBER BONDS TO 100**.
Y3s-Number Bonds to 100 multiples of 5
Y4s-all Number Bonds to 100

OUR CURRICULUM VOCABULARY

Children will be learning these words and using them in different areas of the curriculum. We will explore them in our whole class reading sessions during vocabulary objectives. **Please check if children can spell them correctly and understand their meaning.**

Digit, numeral, value, exchange, place value holder, hundreds, tens, ones, expand, partition, digestive system, mouth, tongue, salivary glands, saliva, bolus, incisors, canines, molars, pre-molars, oesophagus, small intestine, large intestine, rectum/anus, stool; recipe, adapt, research, design, evaluate, ingredients, combine.

ENGLISH WRITING

During the writing sessions, children will immerse in our Science theme about Digestion. As part of their writing for a purpose, lower key stage 2 children will write to inform. Their outcome will be writing a recount from the point of view of an apple travelling through the digestive system. Their audience will be their parents and the purpose will be so that they are informing their parents about the various stages the apple travels through the digestive system. The effect children are hoping their writing will have on their parents is that they will understand in more detail the process of digestion.

WHOLE CLASS READING

The reading this term will be based on non-fiction texts about Digestion. In whole class reading sessions year 4 children will revisit reading comprehensions skills and strategies learned last year. They will be reminded about how to work out the meaning of unknown vocabulary from context or using a dictionary, how to retrieve and summarise information from a text. Year 3 children will be introduced to these strategies by working together as a class or in supported groups. They will be given opportunities to widen their vocabulary, develop retrieval and summarising skills during whole class reading sessions.

READING FOR PLEASURE

Children have reading for pleasure time in their classroom twice a week. During this time, children who need extra support are supported by their reading buddies, while some are reading with their teacher or teaching assistant. Instead of going to the library, children spend time with their teacher choosing appropriate books from their classroom bookshelf. One book is sent home and one stays in their drawer. A fiction (novel, poetry) and non-fiction book is encouraged so children are exposed to a variety of text types.

PHONICS/SPELLING

Year 3s are revisiting Phase 5 Phonics and practice these sounds every morning for 20 minutes. Their weekly Spelling Shed homework is based around the sounds revisited. Year 4s are revisiting Year 3's Spelling patterns and then they will move on to learning Year 4 Spelling Patterns. The Year 3 and 4 Spelling Lists remain a priority for their weekly Spelling Shed practice.

As Scientists, we will answer the enquiry question: **What do our bodies do with the food we eat?** **Outcome:** Children will share a verbal recount of the food travelling through the digestive system with Year 5 and 6 children through a recorded video. **Audience:** UKS2 children. **Purpose:** to inform Year 5 and 6 children about what our bodies do with the food we eat. **Effect:** to address any misconceptions or questions that UKS2 children might have about our enquiry.

As Historians, we will answer the enquiry question: **Would you rather live in Anglo-Saxon Britain or in today's Britain?** **Outcome:** Children are preparing an advert, advertising Life in Anglo-Saxon Britain or Life in Britain now, having to make references to both. **Audience:** the other classes in LKS2. **Purpose:** to inform about where would they prefer to live and why. **Effect:** to appreciate the experiences and achievements of the Anglo-Saxon people.

As Design Technologists, we will answer the enquiry question: **How can we create a biscuit worthy of being on the shelves?** **Outcome:** Children are presenting their biscuit creations in front of a panel of judges and explain the baking process, in all stages - researching, designing, making, evaluating. **Audience:** panel of expert judges lead by our DT leader, Mrs Fleet (through video recording). **Purpose:** working as part of a group, the children will be carrying out research and designing a recipe and packaging for a pack of biscuits costing £1.99 and then explaining to the judges how they have created the winning product. **Effect:** the final product is worthy of being on the shelves as the panel of judges are convinced by all aspects - design, taste, teamwork, budgeting, creativity, challenge.

In **Computing**, children will be answering the enquiry question How do I stay safe online? **Outcome:** children will create a blog in Google Classroom about cyber bullying. **Audience:** children's own class. **Purpose:** to share ideas, including pictures in a safe and appropriate manner. **Effect:** children become safe independent users of blogs and other appropriate online spaces.

Children are going to be able to use their Purple Mash logins to practice their computing skills
<https://www.purplemash.com/login/>

In **PHSE** children will be introduced to a unit of lessons about self-regulation. They will learn to self-regulate their emotions by using different colours. They will also learn strategies to calm down and they will be taught to identify when their peers might need support to get ready for learning. A unit of work called 'Let's begin again' will be taught to ensure everyone has had a chance to acknowledge their feelings and thoughts after losing their routines or experiencing loss. They will learn how to re-establish routines and rebuild relationships.

In **RE**, children will firstly explore Hinduism and answer the enquiry question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

In **PE** this term, Mr Payne and the class teacher will be focusing on Athletics skills (particularly cross country) and cricket skills.

In **French**, children will be taught to speak with increasing confidence, fluency and spontaneity. We will focus on vocabulary linked to greetings, introducing ourselves, days of the week, and opinions

In **Music**, all pupils will develop key music skills through the Charanga Music Scheme with a focus on listening to music and discussing its musical dimension, including how music can make us feel. As whole-class singing is not recommended in the current situation, children will be learning to join in with songs using sign-language.

OUR TEACHER BOOK RECOMMENDATIONS Curriculum link- History and PHSE

Little Frida: A Story of Frida Kahlo
Author: Anthony Browne



Midge and Mo
Author: Lara Williamson
Illustrator: Becky Cameron



HOME LEARNING SUPPORT:

- Reading at home for at least 20 minutes a day (independently or with an adult).
- School paid subscriptions:
SPELLING SHED (weekly, teacher-set phonics or spelling lists)-10 minutes daily
TT ROCKSTARS (times tables are set by teacher weekly/termly) -10 minutes daily
NUMBOTS (mental addition and subtraction work)-10 minutes daily
<https://trockstars.com/>
<https://play.numbots.com/#/intro>
<https://www.spellingshed.com/en-gb/>
- Other Maths links
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Wider Curriculum Links:

History
<https://www.english-heritage.org.uk/members-area/kids/anglo-saxon-england/>
<https://www.bbc.co.uk/bitesize/clips/zpnrk7h>

Science
<https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/>

DT
<https://www.bbc.co.uk/bitesize/topics/z3crd2p>