



Autumn 1 Years 3 and 4

MATHS

In LKS2 this term, all children will be revising concepts taught last year through our weekly revision sessions. They will be taught key aspects of Place Value and Number and Addition and Subtraction from their current year group. During all Maths sessions, children will develop their fluency, reasoning and problem-solving skills within these topics.

ON THE BOIL

During our OTB sessions, all LKS2 children will be revisiting Place Value, Addition and Subtraction, Multiplication and Division concepts taught last year.

OUR CURRICULUM VOCABULARY

Children will be learning these words and using them in different areas of the curriculum. We will explore them in our writing sessions, OTB sessions and introduce other specific vocabulary in all wider curriculum sessions. Please check if children can spell them correctly and understand their meaning.

Digit, numeral, value, exchange, place value holder, hundreds, tens, ones, expand, partition, prehistory, chronology, artefact, hunter-gatherers, sources of evidence, deductions, pattern, line, texture, material, colour, shape, turn, thread, textiles, decoration, weave, over and under, malleable, clay, carve, punch, shape, form, internet, screen time, electronic devices, spam, digital footprint, technology, privacy.

'LEARNING FOR LIFE, CARING FOR ALL'

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

ENGLISH WRITING

This term we will be using the picture book 'Stone Age Boy' to inform us about life in the Stone Age and to inspire our writing; children will be writing a story about time travelling to the Stone Age which will be both entertaining and informative. Starting with revising word classes and working on writing good, varied sentences. Children will use noun phrases to describe a setting and learn how to plan and write a good story.

WHOLE CLASS READING

Using our class novel, Tilly and the Time Machine by Adrian Edmondson, images or picture books, non-fiction and other fiction texts related to our wider curriculum subjects, children will be introduced to a range of reading strategies. These strategies will focus on understanding vocabulary, predicting what might happen in a text, retrieving key information, summarising using full sentences and children's own words in and inferring information. During our whole class reading sessions, children will practice one of these strategies and sometimes more than one at the same time, so they become accustomed to using them confidently when answering comprehension questions. Vocabulary remains a priority during our reading sessions and will be taught explicitly and embedded during all our English and Wider Curriculum sessions.

READING FOR PLEASURE

Promoting Reading for Pleasure remains our whole school priority, therefore children are given time to read daily, either independently or with their reading buddy, for at least 20 minutes. An engaging and relevant class novel is chosen each term by year 3 and 4 teachers, which is used at the end of each school day or throughout the day. Once a week, children have special allocated time to change and review books they have finished reading. Book corners, book displays, reading buddies all encourage our children to become lifelong readers. Children are constantly encouraged to read a range of text types and teachers ensure children are exposed to relevant non-fiction texts, magazines, newspapers (eg First News), classics, archaic texts, poetry, comics, wordless books and picture books. Using a range of strategies taught during our reading sessions, children are always questioned about what they read to build their understanding of what is being read.

SPELLING

This term, LKS2 children will revisit their previous year group's spelling patterns and will be introduced to statutory new words from the Year 3 /4 Spelling List. A common Year 3 and 4 spelling list will be learned each week. The spelling patterns will be embedded as children will spend three or four weeks on the same spelling convention so that the skill has more time to be mastered. These conventions, alongside words from the national lists, will be set on Spelling Shed each week and will be practised in class.

SCIENCE

As Scientists, we will investigate BQ: **How do living things work?**

Audience: Science podcast listeners

Purpose: To explain Big Question: how do living things work?

Effect: Listeners will understand types of animals, food groups, owl digestion, key parts of the human skeleton, muscles & movement.

HISTORY

As Historians, we will answer our BQ: **Would you rather live in Stone Age, Bronze Age, Iron Age or present Day?** To answer our BQ children will explore, research specifics of each period.

Audience: Our school

Purpose: create an informative piece if writing explaining our preferred era

Effect: the audience will feel informed about the chronology of mankind and our use of archaeological evidence.

COMPUTING

In Computing, we will answer our BQ: **How can I safely use the internet?**

Audience: All children in LKS2

Purpose: To learn skills stay safe when using the internet

Effect: Lifelong knowledge of how to communicate using the internet

Art

As artists, we will answer our BQ: **Where did art begin?**

Audience: visitors to our corridor

Purpose: to immerse ourselves in Stone Age (create a Stone Age door and Stone Age jewelry necklace/ cuffs)

Effect: members of the school will feel transported to the Stone Age because our pieces reflect and replicate the styles of the era.

In PE this term, children will develop the fundamental skills of balancing, running, jumping, hopping and skipping with their class teacher and practise ball skills during PE sessions with Mr Payne.

As part of our PHSE curriculum and to ensure that all our children continue a smooth transition, we will be regularly using Zones of Regulation and remind them of our EF expectations and school values. This develops children's awareness of how to regulate their emotions. PHSE will include discussions on internet safety including healthy screen time habits. In addition to this, we will explore gender stereotypes. All children will receive emotional and pastoral support from their class teacher, TA, our SEND lead and Mrs Doyle.

In RE, we will answer our BQ: **How special is the relationship Jews have with God?** To answer our enquiry question, children will be guided through exploring how beliefs affect their ways of life and the meaning of their practices.

Outcome: write their own affirmation about their own relationship with somebody special. **Audience:** Mr Skertchly (RE Lead) **Purpose:** to entertain and inform Mr Skertchly at the same time about how special Jews' relationship is with God. **Effect:** to convince Mr Skertchly we also have a special relationship with that person.

In Music, all pupils will be singing once a week, learning songs for our Harvest Festival and they will be learning to play the Glockenspiel (stage 1).

In French, year 3 children will be introduced to some key information about France and French speaking countries. They will be learning about greetings, numbers, colours and animals. They will listen to and imitate words and phrases and take part in games that apply this knowledge. They will be supported to communicate clearly so that they practise and embed learning in a practical way.



OUR TEACHER BOOK RECOMMENDATIONS



Please click the links below to have a look at other books suggested for you.

[Best Books for Year 3 | Ages 7-8 | BooksForTopics](#)
[Best Books for Year 4 | Y4 Reading List | BooksForTopics](#)

HOME LEARNING SUPPORT

- Reading at home for at least 20 minutes a day (independently or with an adult)
- Use Spelling Shed/TTRockstars and Numbots for 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>
<https://www.bbc.co.uk/bitesize/collections/year-3-and-p4-maths-lessons/1>

Wider Curriculum Links:

<https://classroom.thenational.academy/subjects-by-year/year-3>
<https://classroom.thenational.academy/subjects-by-year/year-4>