



# 'LEARNING FOR LIFE, CARING FOR ALL'

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



## Autumn 2 Years 3 and 4

### MATHS

This term, all LKS2 children will be revisiting Multiplication and Division concepts taught last year. This will be done by using White Rose Flashbacks and by having our weekly revision sessions. They will be also be taught key aspects of Multiplication and Division from their current year group. During all Maths sessions, children will develop their fluency, reasoning and problem-solving skills within these topics and will be using a range of pictorials and appropriate mathematical vocabulary to support their explanations.

### ON THE BOIL

Children will also work towards speed and accuracy with the rapid recall of their Multiplication facts.  
**Y3s - 3, 4, 8 multiplication facts**  
**Y4s - all multiplications facts to 12x12**

### 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, On The Boil sessions and introduce other specific vocabulary in all wider curriculum sessions. Please check if children can spell them correctly and understand their meaning.

*Groups of, lots of, multiplication, division, product, rocks, sedimentary, igneous, metamorphic, friend, relationships, positive, qualities, considerate, compassion, sympathetic, concerned, appreciative, tolerant, co-operative, fair, viewpoint, code, debug, algorithm, command, control, design mode.*

### ENGLISH WRITING

In English, we will use non-fiction texts about rocks to aid our scientific knowledge to write a non-chronological report that will inform our school's library readers. **Audience:** Library visitors. **Purpose:** To inform readers about different types of rocks and where they might be found **Effect:** To address any misconceptions about rocks and inspire them to study sciences such as paleontology and geology.

### WHOLE CLASS READING

Using our class novel, 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, retrieving key information, summarising and using full sentences and own words and inferring information. During our whole class reading sessions, children will practise 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 which is used at the end of each school day or throughout the day. This term we carry on reading **Tilly and The Time Machine by Adrian Edmondson**. Alongside this, a range of picture books and stories are being read to enhance our wider curriculum e.g. **The Proudest Blue by Ibtihaj Muhammad**. Once a week, children have special allocated time to change and review books they have read. Book corners, book displays and reading buddies are all encouraging 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 during our handwriting practice and English skills lessons.

**As Scientists**, we will learn about rocks and soil. We will answer our **BQ: Are all rocks the same? What can rocks tell us about the history and geography of an area?** At the end of the unit, in our English lesson, we will write a factual text using our knowledge of rocks and soils. **Audience:** Children who are interested in the natural world. **Purpose:** To give information about rocks and soils in an interesting way. **Effect:** Readers will understand how different types of rocks are formed and what they tell us about the history and geography of an area

**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 Twitter page **Purpose:** to create a double spread information page about Stone Age, Bronze Iron Age and Present Day. **Effect:** their audience will feel informed about how objects we are use today are influenced by these periods of time.

**In Computing**, we will learn to Code using Purple Mash. Children will explain what coding is, use repetition commands, debug and start to learn about variables.

**As design technologists**, we will explain the techniques used to sew and decorate a tailor-made festive cushion. **Audience:** a family member(client). **Purpose:** to explain and reflect on the techniques used to make a decorative festive cushion gift and describe the features (design criteria) included for the client.

**Effect:** to inform the client (recipient) how the cushion has been tailor-made.

In **PE** this term, children will improve the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They will develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Children will develop their confidence to perform, considering the quality and control of their actions.

As part of our **PHSE** curriculum, LKS2 children are going to learn this term about friendship, loss and separation. They are going to be thinking about how to be a good friend. **Audience:** their own class. **Purpose:**To inform others of ways in which they are a good friend. **Effect:** At an awards ceremony, the class will understand the qualities they possess as good friends through their attitudes and examples.

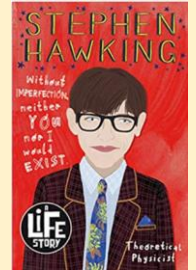
In **RE**, based on the understanding of the Christmas story, we will design a symbolic object and answer questions to explain what Christmas symbols mean to Christians. **Audience:** Mr Skertchley (RE Lead). **Purpose:** to design and explain a symbolic object. **Effect:** to think about and show the significance of Christmas or the holiday to me.

In **French**, children will listen to and imitate words and phrases and learn songs or play games that apply this knowledge. They will be supported to communicate clearly so that they practice and embed learning in a practical way. Children will complete tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in French. In **Music**, all pupils will learn to play the glockenspiel. They will listen to and play D and E notes, find out how they are written down.

### Homework

A termly Homework Grid will be uploaded on Google Classroom. This includes a compulsory homework (20 minutes practice of Spellings, On the Boil termly objective, and Reading) and an optional one. Please return homework on Google classroom each week unless you want to share something with the whole class.

### 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](#)

### ISOLATION GOOGLE CLASSROOM 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>