



AUTUMN 2 Years 3 and 4

MATHS

This term, LKS2 children will be revisiting Multiplication and Division concepts taught last year. This will be done using White Rose videos and worksheets on our Google Classroom platform. Year 3s will be taught key aspects of Multiplication and Division, while year 4s will apply their knowledge of times tables to written methods multiplying and dividing 1-digit and 2-digit numbers.

All LKS2 children will develop their fluency, reasoning and problem-solving skills within these topics. They will have one separate Reasoning and Problem Solving session per week

ON THE BOIL

Children will also work towards speed and accuracy with the rapid recall of their Division facts.

Y3s- dividing by 3, 4, 8

Y4s- all division 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 English Reading sessions during vocabulary objectives. **Please check if children can spell them correctly and understand their meaning.**

Multiply, divide, product, Roman, empire, republic, city state, legionaries, auxiliaries, tortoise formation, shield, settlement, hill forts, vibrate, sound, ear drum, pinna, auditory nerve.

'LEARNING FOR LIFE, CARING FOR ALL'

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

ENGLISH WRITING

During the writing sessions, children will immerse in our History theme about Romans. As part of their writing for a purpose, LKS2 children will write to persuade. We will use our class novel Roman Diary, The Journal of Iliona, A Young Slave by Richard Platt and our History unit about the Romans to advertise Roman Britain and to persuade people to visit us.

Audience: time travelling tourists. **Purpose:** explain all the benefits of the Roman influence on British life. **Effect:** persuade people to visit.

WHOLE CLASS READING

The reading this term will be based on our class novel The Journal of Iliona by Richard Platt and other non-fiction texts about Romans. In whole class reading sessions, children will embed reading comprehensions skills and strategies linked to vocabulary, retrieving, summarising and inferring. They will work out the meaning of unknown vocabulary from context or using morphology, a dictionary or the context and will answer a variety of questions in full sentences.

READING FOR PLEASURE

At home, children should be encouraged to read for pleasure for at least 20 minutes each day. During this time, they can be read to by an adult, helped by a sibling, listened to while reading or left to read independently. Children should be exposed to a variety of text types-fiction text (novel, poetry, diary), non-fiction texts (Romans related non-fiction texts, newspapers). Using the link below, you can borrow books remotely or renew your local library card.

[Borrowing library items](#)
[First News](#)
[Free Audio Books](#)

SPELLING

This term, Year 3s are starting to learn their Year 3 spelling rules and the statutory words in the Year 3/4 Spelling List. Both Year 3s and 4s get a ten-word list each week, and they 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.

As Scientists, we will carry on answering the enquiry question: **How Do We Hear?** We will learn what causes sounds, how they can be different from each other (in volume and pitch), and how the ear receives them. Last term we learned about a variety of body parts spread up and down the body, such as the digestive system; this term we'll learn that even a small area like the ear has lots of different parts too.

As Historians, we will start our Romans unit and answer the enquiry question: **Which are the three most important Roman legacies?**

Outcome: On Google Classroom, children are preparing a balloon debate where they have to argue for what they think is the most important out of a group of items. **Audience:** the other children in our class and their parents.

Purpose: to give good, strong arguments. **Effect:** to persuade other children to vote for the reasons they have presented.

[Oak Academy](#), [BBC Bitesize](#)

As Design Technologists, we will answer the enquiry question: **What makes my Roman structure strong and stable?**

Outcome: to research, design and construct a strong and stable Roman pavilion. **Audience:** people at home. **Purpose:** to research, design and build a strong and stable structure with Roman features of architecture. **Effect:** I can explain and evaluate how it is strong and stable.

In **Computing,** children will be learning how to touch-type this term. **Outcome:** to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **Audience:** children are learning this as a skill for themselves.

Purpose: to gain a skill that can be used for secondary school or higher education assignments and for a range of professions in the future that use a keyboard. **Effect:** children will learn how useful touch-typing is and hopefully enjoy practising using Purple Mash 2Type.

Children can login to www.purplemash.com at home. Don't forget to select Edward Field.

In **PHSE** children are learning about the importance of Health & Wellbeing. Children will reflect on how different emotions affect the body and strategies they can use to control strong emotions, focusing on anger, surprise, fear and disappointment.

In **RE,** children will explore Jesus' miracles and answer the enquiry question: **Could Jesus heal people?**

Were these miracles or is there some other explanation? Oracy/Written task: If you could perform one miracle for the world, what would it be? Draw or paint the difference this would make. What would the world look like afterwards? **Audience:** photos displayed on our Google classroom homework page.

Purpose: to show others how we might try to help others. **Effect:** the other children may be moved to help others and it may start a discussion about how we can make the world a better place.

In **PE** this term, Mr Gogh will provide some PE activities for all children to complete at home. We will start by adding some gymnastics on your Google Classroom page. For some fun, extra PE, Please see the link for [PE with Joe](#), Monday to Friday at 9:00 am.

In **French,** children will be set fun revision material, games and songs so they embed number concepts and greetings.

In **Music,** all pupils will continue 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.



OUR TEACHER BOOK RECOMMENDATIONS
Curriculum link: PHSE (open the link to read the stories for free)

[The book of Hopes. Katherine Rundell](#)

Please click the links below to have a look at the books suggested to get you through lockdown! Enjoy!

[Year 3 book suggestions](#)

[Year 4 book suggestions](#)

LOCKDOWN GOOGLE CLASSROOM SUPPORT:

- Reading at home for at least 20 minutes a day (independently or with an adult) and reading with the teacher in one of the Google Meet sessions, ensuring children understand the vocabulary.
- Please ask your class teacher for any usernames and passwords you do not have for the school paid subscriptions -Spelling Shed, TTRockstars/Numbots/Purple Mash
- It is really important you access these online resources as we upload work there.
- 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>