



## Spring 1 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, Division Length, Perimeter and Area from their current year group. During all Maths sessions, children will have the opportunity to work in depth, developing their fluency, reasoning and problem-solving skills within these topics. They 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 division facts**

**Y4s-all multiplications and division facts 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, OTB sessions and introduce other specific vocabulary in all wider curriculum session. Please check if children can spell them correctly and understand their meaning:

**Groups of, lots of, multiplication, division, product, climate change, global warming, carbon footprint, carbon dioxide, fossil fuel, clean energy, reuse, recycle, revive, plastic pollution, air pollution, ecosystem**

# 'LEARNING FOR LIFE, CARING FOR ALL'

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

### ENGLISH WRITING

The **purpose** for writing this term is 'writing to persuade'. In the Reading Phase, we will learn new vocabulary, research facts and debate climate change issues. In the Toolkit Phase, we will investigate language and layout features of persuasive letters. We will draft a range of effective sentences during our One Perfect Sessions. We will plan then draft, edit and review our letters during the Drafting Phase. At the end, we will get feedback from our peers and then redraft. The **audience** for our persuasive letters will be Mrs Capel and our new school council. We will be focusing on the **effect** our persuasive writing has on our school council by trying to change their attitude towards the environment and making them all feel responsible by acting on it.

### WHOLE CLASS READING



Using our class novel, **The Last Bear by Hannah Gold**, images or picture books, non-fiction and other fiction texts related to our wider curriculum subjects, children will embed a range of reading strategies. These strategies will focus on understanding vocabulary, predicting, retrieving key information, summarising or inferring information. During our whole class reading sessions, children will practise one of these strategies and sometimes more than one at the same time. They will learn to answer comprehension questions in full sentences, while using Point Explain Evidence approach. Vocabulary remains a priority during our reading sessions and will be taught explicitly and then will be 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. Alongside this, a range of picture books and stories will be read to the children as part of our Wider Curriculum. 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.

### SPELLING

Spelling is taught during a dedicated Spelling and Handwriting session each week. During the English skills sessions, children work on a variety of activities to help them embed a particular spelling pattern or rule. They are also encouraged to find out more about the etymology of words. Spelling conventions are set for homework on Spelling Shed. In addition, year 1/2 exception words remain an important focus.

**As Scientists, we will be investigating forces and magnets this term.** Pupils explore magnetism and non-contact forces, suspending magnetic items in mid-air under the influence of magnetic forces. They will have the opportunity to test materials for magnetic properties and think about what materials are magnetic. The children will describe the properties of a magnet in simple terms and learn about the uses of magnets in real life situations.

**As Geographers,** we will be using atlases to study South America. The children will learn about the different countries on the continent and some of the main human and physical geographical features. Using this, they will work towards answering the big question: where in the world is South America and how does this affect its geographical features? At the end of the unit, the children will create a quiz to inspire the head of geography to explore South America further.

**In Computing,** we will be learning about spreadsheets using Purple Mash. Our big question is; 'How can we use a spreadsheet to plan and budget for a party?' The final task will be to create a spreadsheet to plan a children's party, using the skills that we have learnt such as using tools to calculate totals, simple formulas, formatting and graphs to model and display a real-life situation.

**As artists,** the children will be inspired by the artwork of Gemma Scheibe, Lubaina Himid and El Anatsui. They will design and create their own collage using different medias to provoke thoughts about climate change. This artwork will be displayed on the school corridors and seen by members of the school. The children will consider: can art make a difference? They will apply this to their final evaluation.

As part of our **PHSE,** we will be learning about what makes a healthy, balanced diet. We will learn about where different foods come from and about different food groups and their benefits. We will explore the balance between physical activity and nutrition, so we can begin to make informal lifestyle choices. We will work collaboratively, showing fairness and consideration to others, when learning about the principles of planning and preparing a range of healthy meals.

In **RE,** children will learn about the Jewish festival of Passover. They will answer the BQ: How important is it for Jewish people to do what God asks them to do?

In our **PE** sessions with Mr Payne and our specialist PE teacher, children will be taking part in dancing and hockey sessions. They will take part in swimming lessons every Friday. During these sessions, they will use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

In **French,** children will complete a range of speaking, reading, listening and written tasks to help learn and retain the new vocabulary. This will include word puzzles, word searches, crosswords or songs. By the end of this term, they will name and recognise up to 10 instruments. They will attempt to spell some of these nouns with their correct definite article/determiner.

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

### Homework

A new termly Homework Grid has already been uploaded on Google Classroom. This includes a compulsory homework (20 minutes practice of Spellings using Spelling Shed, 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. To support with our OTB objective, use TTRockstars or Purple Mash -Multiplication and Numbots.



### 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://ttrockstars.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/colle ctions/year-3-and-p4-maths-lessons/1>

### Wider Curriculum Links:

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