



SPRING 2 Years 3 and 4

MATHS

This term, all LKS2 children will be consolidating mental and written Multiplication methods and start learning new Division concepts. They will be taught key aspects of Fractions 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. Children will weekly revisit concepts taught previously during our whole class Maths interventions.

ON THE BOIL

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

Y3s-Find fractions of number and quantities.

Y4s-Equivalent fractions.

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 otherspecific vocabularyin all wider curriculum session. Please check if children can spell them correctly and understand their meaning:

Unit fraction, non-unit fraction, improper fraction, equivalent fraction, bar model, amount, quantity, pneumatic system, compressed air, input movement and output movement.

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 entertain'. Firstly, we will explore poetry and focus on reading as an author and as a commentator. We will plan, draft and share poems with different age groups in the school. Next, we will write a story for Lower Key Stage 2 children, who are geographical experts in South America and rivers. We will explore a plot structure and use this to plan our story. The story will describe a water droplet character's journey along the Amazon river and will link to wider curriculum learning. We will focus on using direct speech for characterisation and describe thoughts and feelings of the character using different sentence structures. We will publish and share these stories.



WHOLE CLASS READING

During our whole class reading sessions, we will carry on using our class novel, **The Last Bear by Hannah Gold**. We will continue to explore the meaning of new, more challenging words by using our reading in a context skills or morphology (working out the meaning of the word by looking at its root, suffix and/or prefix,). Children will explore two new reading domains. We will learn reading strategies which help us explain author's choices of words and learn how to compare and contrast characters and events. We will carry on embedding the predicting, retrieving, summarising and inferring strategies. During our whole class reading sessions, children will practice 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. Once a week, children have special allocated time to change and review books they have read. Book corners, book displays, 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 are continuing our investigations into forces and magnets; by investigating the amount of friction created by different surfaces, measuring how far or fast an object travels, comparing how different things move and group them, observing how a magnetic field attracts iron filings, investigating how magnets are used in everyday life, investigating if the size of a magnet affects how strong it is (using chains of paper clips of varying lengths) and observing what happens when magnets with similar poles are placed next to each other.

As Geographers, we will learn about the water cycle and how rivers are formed. We will explore the features and stages of a river and how they can change. We will embed last term's learning about South America and link to the Amazon river and its features. We will draw comparison between it and the River Thames in the UK. We will use this learning to inform our English story writing in which we will entertain lower key stage 2 children through a story about a river's journey.

Audience: LKS2 children

Purpose: write a story from the point of a river

Effect: they will understand a river's journey from descriptive and technical vocabulary.

In Computing, children will be making music. They will use appropriate musical language to discuss a piece of music, create their own rhythm and simple melodic pattern using 2Sequence and BusyBeats in Purple Mash. Children will experiment with pitch, rhythm and melody to create a piece of house music on Busy Beats.

As designers, in DT, we will be learning to use thumb nail sketches as well as using exploded diagrams, to explain and build pneumatic systems to create a product with moving parts. We will make 'bin monsters' to encourage younger children not to litter.

In Music, all pupils will take part in singing sessions with Mr Skerthly. They will focus on keeping time and using volume and tone for effect.

As part of our **PHSE**, we will firstly explore what good communication is and **why good communication is important**. We will relate this to our everyday lives. Next, we will explore what makes up our community and relate it to our families. We will consolidate this by designing a quiz for one another.

In **RE**, children will learn about Buddhism. They will learn who founded Buddhism and where, main beliefs, special places and symbols of Buddhists. They will also be able to explain the meaning of the Eightfold Path. These lessons will help children answer our Big Question: **Can Buddha's teachings make the world a better place?**

In our **PE** sessions with Mr Payne and our secondary PE teacher, children will be taking part in fitness, netball and tennis lessons. 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. A number of activities including word puzzles and crosswords will help us remember the key words for parts of the body. Listening attentively to the story several times and using picture and word cards will help them decode the general meaning of the fairy tale. A mind mapping exercise will help them visualize what is happening in the story using pictures to help remember some of the key words and spellings. By the end of this term, they will learn the parts of the body in French via a traditional fairy tale

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://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/colleotions/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>