



## SPRING 2 Years 3 and 4

### MATHS

This term, LKS2 children will be revisiting Maths concepts taught last term (Multiplication and Division), and Possums and Wombats will continue to learn about fractions. We will also revisit Place Value and Addition and Subtraction mental and written methods covered during Autumn terms. This will be done to ensure all children have an opportunity to consolidate or extend their Maths learning done over Lockdown. Teachers will also assess learning in Maths and plan further small group or whole class support using a variety of materials to ensure learning is embedded.

### ON THE BOIL

Children will be given support with learning their Number Bonds and Multiplication and Division facts. This term, we will plan OTB revision sessions so everyone can successfully achieve OTB objectives from previous terms.

**Y3s- multiplying and dividing by 3, 4, 8**

**Y4s-all multiplication and 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.

**refugee, refuge, asylum, escape, flee matter, materials, solid, liquid, gas, evaporation, thermometer, fraction, whole, part, numerator, denominator, equivalent,**

# 'LEARNING FOR LIFE, CARING FOR ALL'

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

### ENGLISH WRITING

Now that we have had a good look at a diary written from the viewpoint of a slave in the Roman Empire, this term children will be writing diaries. They will be from the viewpoint of a young refugee, based on Francesca Sanna's picture book *The Journey*. There is no need for children to buy this book, as we will share the pictures using slide shows. The **audience** will be Y5 and Y6 children. The **purpose** is to entertain them. And the **effect** is that the Y5 and Y6 readers will remember the empathy they felt with the refugees when they read the same story two years ago.

### WHOLE CLASS READING

We will continue to share *The Journal of Iliona* by Richard Platt, to continue to see how diary entries are written. Then we will use a variety of other interesting fiction and information texts to build vocabulary and to consolidate skills in retrieval, inference and, summarizing. Children will work out the meaning of unknown vocabulary from context and using a dictionary and will also develop more understanding of morphology. They will answer a variety of questions in full sentences.

### READING FOR PLEASURE

Promoting Reading for Pleasure remains our whole school priority, so teachers or teaching assistants are reading daily for about 20 minutes, a book chosen by their class teacher. Twice a week, children have special allocated Reading for Pleasure slots to enjoy a book of their choice or review using their Book Review template. Book corners, book displays, reading buddies, library time, are all encouraging our children to become lifelong readers. Children are constantly encouraged to read a range of text types and teachers expose them to non-fiction texts, magazines, newspapers (eg First News), classics, archaic texts, poetry, comics, wordless books, picture books.

### SPELLING

This term, LKS2 children will carry on embedding their Year 3 and 4 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 and will be set as homework.

### SCIENCE

**As Scientists**, we will investigate states of matter: **How can we identify the three states of matter?** We will learn about solids, liquids and gases, how to use a thermometer, consider how materials can change, and we will investigate evaporation.

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

**Outcome:** In our own classroom, children are preparing a balloon debate where they have to argue for what they think is the most important from a group of items. **Audience:** the class and parents. **Purpose:** to give good, strong arguments. **Effect:** to persuade other children to vote for the reasons they have presented.

**As Artists**, we will answer the enquiry question: **How can I print in a Roman, mosaic style?**

**Outcome:** to research, design and print a picture with a Roman theme and in the style of a mosaic using a printing stick. **Audience:** classmates. **Purpose:** to research, design and print in a Roman, mosaic style for a virtual gallery. **Effect:** I can explain and evaluate how to print in a Roman, mosaic style.

In **Computing**, children will be learning how to email, focusing on email/ online safety.

**Outcome:** use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Audience:** children are learning this as a skill for themselves. **Purpose:** to gain a communication skill that can be used at secondary school, for higher education assignments and for professional/personal communications. **Effect:** children will learn how to email safely and will enjoy practising using Purple Mash 2Email. Children can login to [www.purplemash.com](http://www.purplemash.com) at home. Don't forget to select Edward Feild.

In **PE** this term, children will be supported to improve fitness so that it returns to at least pre-lockdown levels. They will be taught invasion games and athletics and spend as much time as possible involved in physical games outside.

In **French**, children will be set fun revision material, games and songs so they embed number concepts learned last term and then move to numbers.

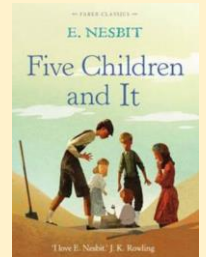
As part of our **PHSE** curriculum and to ensure that all our children have a smooth transition back into school, we will be focusing on their health and wellbeing. To support this we will be refreshing Zones of Regulation. This develops the children's awareness of how to regulate their emotions. The children will be participating in a range of circle time activities which will happen at least three times a week. They will also be participating in whole class discussions and all children will receive emotional and pastoral support from their class TA. Children will be reminded about the importance of self worth, resilience, being kind and supportive.

In **RE**, our theme is Forgiveness. To answer our enquiry question: **What is good about Good Friday?** children will be guided through recalling key events in the Easter story and understanding why Jesus's crucifixion symbolises hope for Christians. **Outcome:** understanding what Easter and Good Friday represent for Christians. **Audience:** family members. **Purpose:** to represent new life using a Roman Easter tradition. **Effect:** I can understand the importance of Easter and Good Friday and how this is reflected in other cultures.

In **Music**, all pupils will continue their learning about the life and work of the great composer Beethoven and his life and music. We'll see why so many musicians admire him and how he managed to overcome one of the most enormous difficulties a musician could ever have.



### OUR TEACHER BOOK RECOMMENDATIONS Classic novel



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

[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)
- 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>