



SUMMER 1 Years 3 and 4

MATHS

This term, LKS2 children will be regularly revisiting learning from last term including multiplication and division and applying this to fractions. Kangaroos and Koalas will start to learn about fractions. Wombats and Possums will consolidate fractions. Teachers will support small groups using a variety of materials to ensure that learning is embedded. There will be a range of fluency, reasoning and problem solving tasks in order to make connections between learning steps.

ON THE BOIL

Children will be given support to continue learning multiplication and division facts. These will be applied to finding fractions of amounts using vocabulary: numerator, denominator, part, whole, amount.

Y3- finding fractions of numbers e.g. $\frac{1}{4}$ of 12

Y4 – finding fractions of amounts a range of numerators e.g. $\frac{3}{4}$ of 12

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 poetry sessions, OTB sessions and introduce the geography vocabulary in wider curriculum session. Please check if children can spell them correctly and understand their meaning.

line, stanza, rhythm, rhyme, alliteration, onomatopoeia, verse, fractions, numerator, denominator, vinculum, Great Britain, United Kingdom, England, Wales, Scotland, Northern Ireland, London.

'LEARNING FOR LIFE, CARING FOR ALL'

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

ENGLISH WRITING

We will be reading a variety of poems to explore how they can be performed. We will look at a range of techniques including intonation and expression, pace and volume. The children will practice performing poetry and compose their own to perform. The **audience** will be the adjacent LKS2 class. The **purpose** is to entertain them. And the **effect** is that the listeners will understand the topic of the poem chosen by the class and how we feel about it.

WHOLE CLASS READING

We will start by sharing a variety of poems within English lessons. We will analyse the rhythm, rhyme patterns, features and the impact on the reader. We will start to share The Dragon Defenders by James Russell to explore character, setting and plot description and the effect on the reader.

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. We will link this to the water cycle and understand the stages within it: evaporation, condensation, precipitation (rain), collection (run off). Towards the end of term, we will begin to explore **electricity**.

As Geographers, we are learning all about the United Kingdom. We will explore its nations, regions and cities and begin to use the related terminology. We are improving our atlas skills and making comparisons between different locations. We will identify and describe some physical and human features of geography.

As design and technologists, we will answer the enquiry question: **What makes the most effective torch? Outcome:** to research, design, make and evaluate a torch with a working switch. **Audience:** Mrs Murray. **Purpose:** to make a model torch for use around school, fixing and finding. **Effect:** the torch model is functional and fit for purpose.

In **Computing**, children will be learning about spreadsheets. **Outcome:** use functions of a spreadsheet to total currency amounts; To use the 'more than', 'less than' and 'equals' tools; To introduce the Advances Mode of 2Calculate and use coordinates

Audience: children are learning this as a skill for themselves. **Purpose:** to gain an understanding of spreadsheets to apply to other programmes. **Effect:** children will learn how use spreadsheet functions.. Children can login to www.purplemash.com at home. Don't forget to select Edward Feild.

In **PE** this term, children continue to improve fitness, particularly in afternoons. PE sessions will focus on skills and apply these to team games.

In **French**, children will be revising greetings and numbers. They will listen to and imitate words and phrases and take part in games that apply this knowledge. They will be supported to communicate clearly so that they practice and embed learning in a practical way.

As part of our **PHSE** curriculum and to ensure that all our children continue a smooth transition back into school, we will be focusing on their health and wellbeing. To support this we will be regularly using Zones of Regulations. This develops the children's awareness of how to regulate their emotions. They will continue to participate 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.

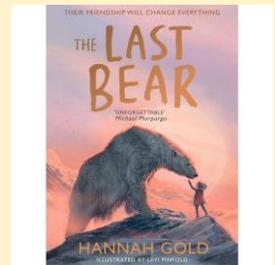
This term in **RE** our unit is Hindu Beliefs. To answer our enquiry question: **How can Brahma be everywhere and in everything?** Children will be guided through understanding the Hindu belief that there is one God with many different aspects. **Outcome:** design a god or goddess to represent an important qualities, e.g. kindness, and explain why this is. **Audience:** classmates. **Purpose:** to understand that Brahman (the Hindu God) has million of qualities and each person/family could choose who to worship. **Effect:** To understand how a Hindu believer worships their God.

In **Music**, all pupils will begin to learn about the work of The Beatles. We will start to learn about rock and their influence on the genre. We will do so by exploring the wide variety of hits from The Beatles.



OUR TEACHER BOOK RECOMMENDATIONS

Fictional 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>