



SUMMER 1 Years 3 and 4

MATHS

This term, all LKS2 children will continue to embed Fractions objectives. Year 3 will learn to count in fractions, compare and order them and add and subtract fractions with the same denominator. Year 4 will learn about Decimals, using tenths and hundredths, rounding decimals and dividing whole numbers by 10 and 100. They will regularly revisit concepts taught in previous terms using our Maths Revision slides. In all Maths sessions, children will have the opportunity to work in depth, developing their fluency, reasoning and problem-solving skills within our Fractions unit. They will be using a range of pictorials and appropriate mathematical vocabulary to support their explanations.

ON THE BOIL

To start off with, all children will continue to work on mastering last term's Fractions OTB objectives. IN the first week of June, Year 4 children will sit the National Multiplication Test, therefore multiplication and division facts are still a focus, especially for Year 4 children.

Y3-calculate fractions of numbers and amounts

Y4- find 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 other specific vocabulary in all wider curriculum sessions. Please check if children can spell them correctly and understand their meaning.

Mixed number, improper fraction, decimals, tenths, hundredths, photosynthesis, pollen, pollination, dispersal, nutrients, absorb, cacao, fairtrade, chocolate, code, input, command, procedure, design, edit

'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 inform' within our Chocolate theme. We will first read a range of explanation texts (WAGOLLS), then investigate them closely (explore the layout and language features of the text type) so we can draft and publish our own. During our writing journey, we will collect vocabulary specific to our Chocolate theme and draft sentence structures suitable to explanation texts. Our audience will be our Science Lead, Mrs Smith, who is going to read some of our explanation texts.

WHOLE CLASS READING

During our whole class reading sessions, we will be using our class novel, **The Great Chocoplot, by Chris Callaghan**. 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,). We will continue to embed the reading strategies which help us explain the author's choices of words and learn how to compare and contrast characters and events. We will regularly predict, retrieve, summarise and infer. During our whole class reading sessions, children will practise one of these strategies (sometimes more than one at the same time). They will learn to answer comprehension questions in full sentences, while using a 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 and reading buddies all encourage our children to become lifelong readers. They will 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 what nutrients and other factors plants need to grow. We will learn about the function of different the parts of plants - roots, leaves, stems, and flowers - and how plant seeds are dispersed and pollinated. The Big Question we will explore is **"What do plants need to grow?"**

As **geographers**, we will explore more about South America, including Rio and Brazil. We will explore how people live there and make comparisons to the UK. We will explore human and physical geographical features and start to make links to exportation. Finally, we will explore what the Fair Trade symbol stands for and how this relates to popular products that we buy in the UK. Using this knowledge, we will answer our big question, **"Where does chocolate come from?"**

In **Art**, children will be learning about collage and drawing techniques. Firstly, the children will study the collage work of Pacita Abad and using this as inspiration to work collaboratively to create a collage of the Fair Trade symbol. They will focus on using small pieces for detail and layering colour choices for effect. Next, the children will refine their drawing techniques using a range of pencils for hatching and shading for 3-dimensional effect. They will work towards a final piece, drawing a coffee bean on top of a coffee wash in order to get people to think about Fair Trade. Answering our big question **"What techniques can provoke thoughts about Fair Trade?"** we will critique our works in a class gallery.

Homework

Homework will be set weekly and sent home every Friday and collected the following Friday. This will include a compulsory homework (20 minutes practice of Spellings using Spelling Shed, On the Boil termly objective, and Reading) and an optional one. To support with our OTB objective, children can use TTRockstars or Purple Mash -Multiplication and Numbots.

In **computing** this term, LKS2 will be using 'Logo', which is a coding program within Purple Mash. The aim of this unit of work is to promote familiarity with a new code environment, logical planning of sequences and repetition, and debugging skills. Our final challenge in this unit will be to direct a pirate character to their treasure using Logo code commands.

As part of our **PHSE**, Year 3 children will learn to understand that the rate at which we grow differs from person to person and how to look after our teeth. All LKS2 children will learn how to respond to an emergency.

In **RE**, children will learn about Judaism. They will learn about Jews' beliefs and practices and will answer our Big Question **"What is the best way for a Jew to show commitment to God?"**

In our **PE** sessions, we will be learning to play Tennis. We will develop racket and ball control and how to return the ball using a forehand groundstroke. We will learn to rally using a forehand and then play against an opponent. We will work collaboratively with a partner and compete against others

In **French**, our new unit is called ' Je peux'. Children will learn to recognise, use and remember 10 common French verbs/activities and use these verbs in the infinitive to make a short sentence starting with 'Je peux'.

In **Music**, the children will explore Gospel style of music. We will identify the texture, style and dynamics of various musical pieces. They will learn to use the Glockenspiel. They will follow the tempo and relate to musical notation.



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/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>