

'LEARNING FOR LIFE, CARING FOR ALL'

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



SUMMER 2 Years 3 and 4

MATHS

This term, all LKS2 children will continue to embed Fractions (Y3) and Decimals (Y4) objectives. Both year groups will learn about Time, Money, Statistics, Length and Perimeter, Properties of Shape, Mass and Capacity. Year 4 will also learn about Area and Position and Direction. All children will regularly revisit concepts taught during 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 units. They will be using a range of pictorials and appropriate mathematical vocabulary to support their explanations.

ON THE BOIL

In June, Year 4 children will sit the National Multiplication Test, therefore multiplication and division facts are still a focus for both year groups. Year 3 children will recall 3, 4 and 8 multiplication and division facts and Year 4 children all facts. During the OTB sessions, Y3 children will learn to tell the time on an analogue clock.

Y3- to the nearest 5 minute

Y4- to the nearest minute

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.

Analogue, digital, o'clock, half past, quarter past, quarter to, pounds, pence, appealing, consumer, design brief, North America, Central America, states, landscapes, hardware, desktop computer, packaging, product, design, bowling, fielding, tracking, batting

ENGLISH WRITING

To start with, our **purpose** for writing is Writing to Persuade. Children will use some of their knowledge acquired during our DT lessons and previous English lessons, to draft a leaflet about their own chocolate bar. They will share this with children from the other LKS2 classes. After, they will be writing to entertain by drafting a poem and exploring writer's craft devices. We will be sharing these with UKS2 children. Children will end their year by Writing to Inform and creating a blog of a botanist about how to look after a plant (Science). They will share these blogs on Twitter. During the three writing journeys, we will read a range of good quality texts, investigate them closely (explore the layout and language features of each text type) so we can draft and publish our own. We will collect vocabulary specific to our Chocolate theme and draft sentence structures suitable for the text type studied. Our audience (LKS2 and UKS2 children and our parents) will feedback to us so we can improve further.

WHOLE CLASS READING

During our whole class reading sessions, we will continue to use our class novel, **The Great Chocoplot, by Chris Callaghan**. Weekly, 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 embed 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 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 animal classifications and looking at different ways to group and classify animals using their characteristics.

As **geographers**, we will continue to explore more about South America, including Rio and Brazil and make links to fair trade as we continue our Chocolate topic. We will then study North America, where it is located and the features of the landscapes. We will make comparisons between New York and the UK. We will answer the question: "**How does America compare to the UK?**". As an outcome, we will write a short story board for a tourist information film about the continent.

In **Design Technology**, children will explore our big question "**Is a chocolate bar's packaging important?**" They will investigate and analyse different types of chocolate packaging to know the importance of a product's packaging in terms of its appeal. They will design a chocolate wrapper to meet the design brief (success criteria) for a new chocolate product, which they will then present to the Board of the chocolate company.

In **computing** this term, LKS2 hardware Investigators- **asking what is computer hardware?** Our themed outcome will be to present a poster to explain what a desktop computer is, including a diagram labelled with the parts.

As part of our **PHSE**, children will answer the question- **Who can help me?** and they will be learning about the importance of working together.

In **RE**, children will carry on learning 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?**". Children will create a class wheel of commitments. We will also explore Prayer and Worship whilst answering the Big Question "**Do people need to go to church to show they are Christians?**" In pairs, children will create a PP and reflect, present or explain places special to different groups of people.

In our **PE** sessions, the children will develop cricket skills: underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball and batting. Children will work collaboratively to learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.

In **French**, children will learn to say at least 5 fruits and vegetables with accurate pronunciation. They will say *I like* at least one fruit and *I do not like* at least one fruit. They will ask somebody what fruit they like using the question *Est-ce que tu aimes..?* and say *I would like at least one vegetable and a kilo of at least one vegetable* and say *Please*.

In **Music**, the children will make connections between notes and feelings. We will work towards answering the big question: "**How does music shape our way of life?**"

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.



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