



## AUTUMN 2 Years 3 and 4

### MATHS

This term, all LKS2 children will be revisiting Multiplication concepts taught last year. This will be done by using White Rose Flashbacks or by having our weekly revision sessions. Year 3s will be taught key aspects of Addition and Subtraction while Year 4s will learn written and mental methods for all number operations. Year 4s will also be learning to measure length and perimeter of right-angled shapes. Children will develop their fluency, reasoning and problem-solving skills within these topics.

### ON THE BOIL

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

**Y3s- x3, x4, x8.**

**Y4s-all multiplication 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 whole class reading sessions during vocabulary objectives. **Please check if children can spell them correctly and understand their meaning.**

**Artefact, timeline, chronology, BCE, CE, era, millennium, century, decade, years, period, invade, invader, settle, settlement, thatched, tunic, natural resources; partition, exchange, subtract, difference, add, sum, total, measure, length, perimeter; action, algorithm, bug, code block, commands, control, debug/ debugging.**

# 'LEARNING FOR LIFE, CARING FOR ALL'

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

### ENGLISH WRITING

During the writing sessions, children will immerse in our History theme about Anglo-Saxons. As part of their writing for a purpose, lower key stage 2 children will write to entertain. We will use our class novel, the Anglo-Saxon Boy, and our History unit about the Anglo-Saxons to retell fictional and historical events from Anglo-Saxon times. We will 'embroider' (in a comic strip style) a detailed Anglo-Saxon tapestry to help French president Macron find the missing details and information of the Bayeux Tapestry. We will publish our 'tapestry' on twitter to be seen by everyone, hopefully the French president too.

### WHOLE CLASS READING

The reading this term will be based on our class novel Anglo-Saxon Boy by Toni Bradman. In whole class reading sessions, children will embed reading comprehensions skills and strategies linked to vocabulary, retrieving, summarizing and inferring. They will work out the meaning of unknown vocabulary from context or using a dictionary and will answer a variety of questions in full sentences.

### READING FOR PLEASURE

Children have reading for pleasure time in their classroom twice a week. During this time, children who need extra support are supported by their reading buddies, while some are reading with their teacher or teaching assistant. Instead of going to the library, children spend time with their teacher choosing appropriate books from their classroom bookshelf. One book is sent home and one stays in their drawer. A fiction (novel, poetry) and non-fiction book is encouraged so children are exposed to a variety of text types.

### PHONICS/SPELLING

Year 3s are revisiting Phase 6 Phonics and practice these sounds every morning for 20 minutes. Their weekly Spelling Shed homework is based around the sounds revisited. Year 4s get a ten-word list each week, but 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.

**As Scientists**, we will answer an enquiry question: **How Do We Hear?** We will learn what causes sounds, how they can be different from each other (in volume and pitch), and how the ear receives them. Last term they learned about a variety of body parts spread up and down the body as the digestive system; this term they'll learn that even a small area like the ear has lots of different parts too.

**As Historians**, we will carry on with our Anglo-Saxon unit and answer the enquiry question: **Would you rather live in Anglo-Saxon Britain or in today's Britain?** **Outcome:** Children are preparing an advert, advertising Life in Anglo-Saxon Britain or Life in Britain now, having to make references to both. **Audience:** the other classes in LKS2. **Purpose:** to inform about where would they prefer to live and why. **Effect:** to appreciate the experiences and achievements of the Anglo-Saxon people.

**As Artists**, we will answer the enquiry question: **How can I create an Anglo-Saxon style illuminated letter?** **Outcome:** to create illuminated letter in Saxon-style for written English work. **Audience:** twitter (reader of English work). **Purpose:** to create an Anglo-Saxon illuminated letter that will entice the reader into the text on Anglo-Saxon tapestry in English work. **Effect:** the reader will be drawn into the text and can identify Saxon-style within the artwork.

In **Computing**, children will be learning about coding, using 2Code in Purple Mash.

**Outcome:** to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithm and programs. **Audience:** Children will use code to create a game for other children in their class. **Purpose:** they can play the game created, which they have debugged and tested so that the game works. **Effect:** the game is fun to play and provides some challenge. Children can login to [www.purplemash.com](http://www.purplemash.com) at home. Don't forget to select Edward Field.

In **PSHE** children are learning about the importance of having rules and using rules to be in charge of the class. They have to identify how to plan something and then teach their peers.

In **RE**, children will explore Christianity and answer the enquiry question: Has Christmas lost its true meaning? We will be learning what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.

In **PE** this term, Mr Payne and the class teacher will be focusing on skills needed for playing Cricket.

In **French**, children will be carry on learning to speak with increasing confidence, fluency and spontaneity. We will focus on vocabulary linked to greetings and numbers up to 20.

In **Music**, all pupils will continue to develop key music skills through the Charanga Music Scheme with a focus on listening to music and discussing its musical dimension, including how music can make us feel. Children will be learning to join in with songs using sign-language.



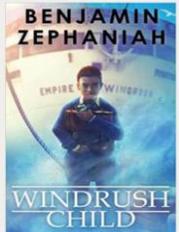
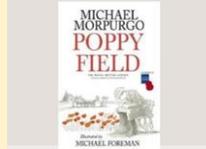
### OUR TEACHER BOOK RECOMMENDATIONS

Curriculum link: History

Poppy Field

Author: Michael Morpurgo

Illustrator: Michael Fo...



### HOME LEARNING SUPPORT:

- Reading at home for at least 20 minutes a day (Independently or with an adult).
  - School paid subscriptions:
    - SPELLING SHED (weekly, teacher-set phonics or spelling lists)-10 minutes daily
    - TT ROCKSTARS (times tables are set by teacher weekly/termly) -10 minutes daily
    - NUMBOTS (mental addition and subtraction work)-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>

### Wider Curriculum Links:

#### History

<https://www.english-heritage.org.uk/members-area/kids/anglo-saxon-england/>  
<https://www.bbc.co.uk/bitesize/clips/zpnrk7h>

#### Science

<https://www.bbc.co.uk/bitesize/topics/zgffr82>  
**ART**  
<https://www.lettering-daily.com/illuminated-letters/>