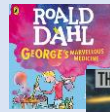


English Reading:



Stimulus this half term:

The Lighthouse – Literacy Shed Clip
George's Marvellous Medicine – Roald Dahl

As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. This term we will be specifically working on:

- Regularly reading a range of poetry and fiction from a wide range of authors. We will be using the recommended book lists on the school list for year 3 and 4 to inspire children to try a different genre or unfamiliar author.
- We will be continuing to read a range of non-fiction texts, reference books and text books linked to our history and science learning to develop knowledge.
- We will have a particular focus on **inference** to gain a deeper understanding of the text.

English Writing:

Over the term we will be looking at a variety of different text types as models for our own writing. We will be writing for a range of different purposes including to entertain, to inform and to persuade with a variety of different audiences in mind. We will be working on developing the following within our writing:

- Plan our writing with the audience in mind to effectively use the structural and language features of different text types.
- Use other similar writing as models for our own.
- Proofread work to ensure accuracy and excellent attention to detail.
- Write effectively for a range of different purposes and audiences, selecting appropriate form on drawing upon what we have read.
- Use joined handwriting.
- Develop our understanding of concepts and grammatical terms such as word classes, verb tenses and conjunctions.
- Learning and practising spelling rules which we will apply in our writing.



Our vision is simple. We want everyone to SHINE.

'Do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16



Year 3 and 4 Curriculum Learning Overview – Spring 1 2022

Eureka!

Enrichment Opportunities:

How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read (see Partnership Book for question ideas)
- Support your child to read up on our topics e.g. history, science. This will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework
- Support them with their Schofield and Sims arithmetic book. Question them on their answers, asking them to justify their responses.

Geography- Enough for everyone

In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power comes from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.

Maths:

During the spring term 1 we will be focussing on manipulating the additive relationship and securing mental calculation. We will be mastering the following in maths:

- Pupil add 3 addends
- Pupils add two 3-digit numbers using adjusting
- Pupils add a pair of 2- or 3-digit numbers using redistribution
- Pupils subtract a pair of 2- or 3- digit numbers, bridging a multiple of 10, using partitioning.
- Pupils subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them.
- Pupils subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them.
- Pupils evaluate the efficiency of strategies for subtraction from a 3-digit number.
- Pupils explain why the order of addition and subtraction steps in a multi- step problem can be chosen.
- Pupils accurately and efficiently solve multi-step addition and subtraction problems
- Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationships (2- digit numbers)
- Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationships (3- digit numbers)
- Pupils use knowledge of the additive relationship to rearrange equations
- Pupils use knowledge of the additive relationship to identify what is known and what is unknown in an equation.
- Pupils use knowledge of the additive relationship to rearrange equations before solving.
- Pupils rearrange missing number equations and use knowledge of the additive relationship to solve the problem

We will also be focusing on consolidating times tables knowledge and number facts recall. These are very important areas of maths to feel confident and be secure in.

Religious Education:

Big Question : What does it mean to be a Sikh in Britain today?

To answer this question we will learn about religion by:

Learning that Sikhism is a different religion to Christianity.

Learning that Sikhism is one of the main religions of the world.

Describing and comparing the practices of Sikhs with that of another faith.

Discussing the main beliefs and practices of Sikhs and how Sikhs show their commitment to God.

We will be learning from religion by:

Thinking about identity and what it means to belong to a community.

Music:

Unit 1: Let your spirit fly.

In this unit of work all the learning is focused around the song: Let your spirit fly by Joanna Mangona. It is an RnB style song for children. We will be using an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing, playing instruments are all linked. We will be learning to sing, play, improvise and compose with the song. One of the main features of the music learning is listening and appraising music. Children will listen and appraise:

- **Let your spirit fly**
- **Consider yourself**
- **Ain't No Mountain High Enough**
- **You're the first, The last, My everything**

PSHCE (Personal, Social, Health and Citizenship Education): How can we manage our feelings?

In this unit of work we will be learning about:

- How everyday things can affect feelings
- How feelings change over time and can be experienced at different levels of intensity
- The importance of expressing feelings and how they can be expressed in different ways
- How to respond proportionately to, and manage, feelings in different circumstances
- Ways of managing feelings at times of loss, grief and change
- How to access advice and support to help manage their own or others' feelings

Physical Education: Netball, Yoga , Fitness and Swimming.

This term our PE days are Tuesday and Thursdays. Please make sure you come to school on these days in your PE kit. In these sessions you will be taught to:

- Develop flexibility, strength, technique, control and balance through yoga.
- Learn skills specific relating to Netball, e.g. Shoulder pass, chest pass, and footwork, and play competitive games applying these skills.
- The aim is that all children in Owls will swim 25m by the end of their swimming sessions.

Science: Light

By the end of this unit of work, children will be able to:

- Identify light sources.
- Understand that we need light to see.
- Know that light travels in a straight line.
- Identify reflective surfaces.
- Know that the Sun can damage their eyes.
- Know how to protect their eyes from the Sun.
- Understand that a shadow is formed when a solid object blocks light.

Computer Science: Coding simple inputs

By the end of this unit we will be able to combine start up and input events to create more advanced programmes. They will:

- Make bubbles move at the start and burst when they click them.
- Click on a fish to catch it as it swims.
- Make characters chase each other to a magic castle.

DT: Inventors

In this unit we will be developing our knowledge of design and construction. We will also develop our confidence to evaluate and improve a design. This will coincide with our Science topic of 'Eureka!'. The children will be working on:

- Choosing suitable techniques to construct products.
- Strengthening materials using suitable techniques.
- Making products by working efficiently (such as by carefully selecting materials).
- Refining work and techniques as work progresses, continually evaluating the product design

French: Instruments

In this unit children will learn how to:

- Name ten instruments in French.
- Match all of the new French words to appropriate pictures.
- Remember the words for at least five instruments and their correct genders in French, unaided.
- To say that they play an instrument of their choice correctly in French.