

## English Reading:

### Books this term:

The Boy at the Back of the Class – Onjali Q. Rauf  
The Boy who Biked the World – Alastair Humphreys  
Romans on the Rampage – Jeremy Strong

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 unpicking vocabulary where we will be encouraging active reading strategies to decipher meaning from 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 – Summer 2022

### 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.

## Maths:

During the summer term we will be mastering the following in maths:

### Fractions

Pupils identify a whole and the parts that make it up  
Pupils explain why a part can only be defined when in relation to a whole  
Pupils identify the number of equal or unequal parts in a whole  
Pupils identify equal parts when they do not do the same  
Pupils explain the size of the part in relation to the whole  
Pupils construct a whole when given a part and the number of parts  
Pupils identify how many equal parts a whole has been divided into  
Pupils use fraction notation to describe an equal part of the whole  
Pupils represent a unit fractions in different ways  
Pupils identify parts and wholes in different contexts  
Pupils identify equal parts when they do not look the same  
Pupils compare and order unit fractions by looking at the denominator  
Pupils identify when unit fractions cannot be compared  
Pupils construct a whole when given one part and the fraction that it represents  
Pupils use knowledge of the relationship between parts and wholes in unit fractions to solve problems  
Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction  
Pupils quantify the number of items in each part and connect to the unit fraction operator  
Pupils calculate the value of a part by using knowledge of division and division facts  
Pupils calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity  
Pupils find fractions of quantities using knowledge of division facts with increasing fluency.  
Shape, space and Measure  
Pupils give directions from one position to another on a grid  
Pupils move objects including polygons on a grid according to directions, and mark the new position  
Pupils describe translations of polygons drawn on a square grid  
Pupils draw polygons specified by translations  
Pupils mark points specified as a translation from the origin  
Pupils mark the position of points specified by coordinates in the first quadrant of a coordinate grid, and write coordinates for already marked points  
Pupils draw polygons specified by coordinates in the first quadrant  
Pupils translate polygons in the first quadrant.  
**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.**

### **History: The Romans**

By the end of this unit, we will have learned about:

- Julius Caesar's invasion of England (55- 54 BC)
- The successful invasion of England by Emperor Claudius and conquest, including Hadrian's wall.
- British resistance to the Roman invasion, e.g Boudicca.
- How the Roman empire had grown by 42 AD and the power of it's army.
- The 'Romanisation' of Britain- what influences the Roman Empire had on Britain.
- Why the Romans eventually left Britain.

### **PSHCE (Personal, Social, Health and Citizenship Education): How do we manage risk in different places?**

In this unit of work we will be learning about:

- how regular physical activity benefits bodies and feelings
- how to be active on a daily and weekly basis - how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions
- how the lack of physical activity can affect health and wellbeing
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

### **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.

### **Music**

#### **How does music bring us closer together?**

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

### **Science: Forces and Magnets**

In this unit the children will learn about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling. They will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. Working in a hands on way they will identify magnetic materials and conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel. Finally, they will use their understanding of magnetic attraction to design and create their own magnetic game.

### **Physical Education: Gymnastics, Dance , Tennis 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 Gymnastics and Dance.
- Learn skills specific relating to Tennis.
- The aim is that all children will swim 25m by the end of their swimming sessions.

### **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.