

## English Reading:

Focus books this term:



**Arthur and the Golden Rope** – Joe Todd-Stanton, 4th Jan – 13th Jan

**How to Train Your Dragon** – Cressida Cowell, 16th Jan – Half term

**The Eye of the Wolf** – Daniel Pennac, 20th Feb – 17th March

**The Catch** – Literacy Shed Clip, 20th March – Easter

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 with main characters that are from different eras of history, are of different genders and cultural backgrounds.
- We will be continuing to read a range of non-fiction texts, reference books and text books linked to our history 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 understanding the writing process:

- Launch - we will start each new text by immersing ourselves into a new culture or era of time.
- Explore - we then look at the text in more detail to help us understand and by learning any spelling, punctuation or grammar knowledge.
- Plan - we will then plan our piece of writing with the audience in mind to effectively use the structural and language features of different text types.
- Write - we will use other similar writing as models for our own while using joined handwriting.
- Improve - we will proofread our work to ensure accuracy and excellent attention to detail.
- Present - lastly, to give our writing purpose, we will present our writing.



*'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 ring Overview – Spring 2023

### Key dates:

le Howard Residential – 4th and 5th May  
Year 3 and 4 Production -

## 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
- 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.
- Source the book we are reading in our English lessons and read and talk to your child about the book at home.

## PSHE:

### Big Questions:

#### Why should we eat well and look after our teeth?

In this unit we will be learning about how to stay healthy by brushing our teeth regularly and making healthy food choices.

#### What makes a community?

In this unit we will be considering different groups that make up their community; what living in a community means; to value the contributions made to a community; the meanings of diversity and prejudice.

## Maths:

During the spring term, we will be mastering the following in maths:

- Pupils explain how many tens, hundreds and ones 1,000 is composed of
- Pupils use knowledge of 1,000 to explain common measure conversions
- Pupils use knowledge of 1,000 to solve problems
- Pupils use different strategies to add multiples
- Pupils use different strategies to subtract multiples of 100
- Pupils use knowledge of calculation and common measure conversions to solve problems
- Pupils compose and decompose four-digit numbers in different ways
- Pupils use strategies to make solving calculations more efficient
- Pupils compare and order four-digit numbers
- Pupils calculate efficiently by using knowledge of place value, addition and subtraction
- Pupils explain what rounding is
- Pupils round a four-digit number to the nearest thousand
- Pupils round a four-digit number to the nearest hundred and ten
- Pupils round a four-digit number to the nearest thousand, hundred and ten
- Pupils add up to 3 four-digit numbers using a column addition
- Pupils subtract four-digit numbers using a column subtraction
- Pupils use strategies to make solving calculations more efficient
- Pupils explain how many '100s' and '200s', 1,000 is composed of
- Pupils explain how many '500s' and '250s', 1,000 is composed of

**We will also be focusing on consolidating times tables knowledge and number facts recall. With a focus on our 2,5, 4,8,3,6,9,7 times tables. These are very important areas of maths to feel confident and be secure in.**

## **Religious Education:**

### **Big Questions :**

#### **L2.2 Why is the Bible so important for Christians today?**

Children will:

- Think about sources of learning and guidance in their lives and consider the Bible as one of these sources.
- Describe how the Bible is divided into Testaments, books, chapters and verses.
- Describe some ways that Christians find the Bible helpful.
- Think about how Christians think of God and see the world, particularly thinking about temptation & forgiveness.
- Know some of the stories from the Bible that teach about temptation & forgiveness.

#### **L2.4 Why do people pray?**

Children will:

- Describe the practice of prayer.
- Make connections between what people believe about prayer and what they do when they pray.
- Describe ways in which prayer can comfort and challenge believers.
- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.

## **Music: Body and tuned percussion. (Rainforest theme)**

Children will:

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.

## **Geography: South America Study, Rainforests & Deforestation**

Children will:

- Study the Amazon Rainforest in South America, and learn to recognise and name some of the physical and human geographical features of South America.
- Learn to locate South America, the Amazon Rainforest and the Amazon river on a map.
- Name some countries within South America.
- Learn that lines of longitude run from North Pole to South Pole and that the Greenwich Meridian is at 0 degrees.
- Learn that the Equator, the Tropic of Cancer and the Tropic of Capricorn are all lines of latitude, and be able to locate them on a map.
- To learn about biomes and understand some features of the Amazon Rainforest as a biome.

## **History: Mayan Civilisation**

Children will:

- Learn who the Mayans were and why Mayan cities were significant.
- Learn who discovered their cities and what we can learn from them that help us to interpret the past.
- Know that the Mayan civilisation built cities, pyramids and ornate sculptures in the rainforest
- Know that a civilisation is a human society with well-developed rules and government.
- Know that the Maya Civilisation was from 2,000 BC – 1,500 AD
- Know why the Mayans had to move their cities from the rainforest

## **Science: Living Things & their Habitats – Plants**

Children will:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

## **Art**

- Know that Henry Rousseau was a French post-impressionist painter, and that many of his paintings were inspired by rainforests and were humorous.
- Know that a colour palette is a choice of colours used by artists and designers
- Know that Tiger in a Tropical Storm was a famous painting by Henry Rousseau
- Create a painting inspired by Rousseau's Tiger in a Tropical Storm
- Use a variety of brush techniques including thick and thin brush strokes to replicate some of the shapes, patterns and lines in Rousseau's work
- Mix various shades of green and add black and white to them to change the mood and shade

## **French: An introduction**

Children will learn to:

- Recognise some common French verbs/activities.
- Use these verbs to convey meaning in English by matching them to their appropriate picture.
- Use these verbs in the infinitive with je peux..

## **Physical Education: Real P.E, Swimming , Dance and Netball.**

In dance sessions you will be taught to:

- Travel across a floor
- Move in unison and cannon
- Work cohesively as a team
- In netball sessions you will be taught to:
- Use an appropriate pass to pass the ball to a teammate.
- The footwork rule
- How to shoot.
- In swimming sessions you will be taught to:
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations