

English Reading:

Focus books this term:



Hello Lighthouse – Sophie Blackall
The Sheep-Pig – Dick King Smith
The Nothing to See Here Hotel – Steven Butler
The Iron Man – Tom Hughes
Great Women Who Changed the World – Kate Pankhurst

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 Learning Overview – Summer 2023

Key dates:

Y4 Castle Howard Residential – 4th and 5th May
Library Visits – WB 15th May
Harlow Carr Visit – 19th May



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: **What keeps us safe?**

- Calling 999 – when to call and who can help.
- Medicine – when do you need it and how to use it safely.
- Being safe – managing risk, drugs & alcohol

What makes a community?

What does community mean?
Diversity and inclusion in communities.

Maths:

During the summer term, we will be focusing on fractions and mastering the following in maths:

- Pupils explain how a quantity made up of whole numbers and a fractional part is composed
- Pupils compose and decompose quantities made of whole numbers and fractional parts
- Pupils accurately label a range of number lines and explain the meaning of each part
- Pupils identify numbers on marked but unlabelled number lines
- Pupils estimate the position of numbers on a number line using fraction sense
- Pupils compare and order mixed numbers using fraction sense
- Pupils compare and order mixed numbers when the whole number is the same
- Pupils compare and order mixed numbers when the whole number and the numerator of the fractional part is the same
- Pupils make efficient choices about the order they solve an addition problem in
- Pupils make efficient choices about the order they solve a subtraction problem in
- Pupils express a quantity as a mixed number and an improper fraction (quarters)
- Pupils convert a quantity from an improper fraction to a mixed number (quarters)
- Pupils express and convert a quantity from an improper fraction to a mixed number (fifths)
- Pupils explain how an improper fraction is converted into a mixed number (any unit)
- Pupils explain how a mixed number is converted into an improper fraction
- Pupils add mixed numbers
- Pupils subtract a proper fraction from a mixed number (converting to an improper fraction first)
- Pupils subtract a mixed number from a mixed number and explain which strategy is most efficient
- Pupils use knowledge of subtraction to choose correct and efficient approaches when subtracting mixed numbers

We will also be working really hard on all our multiplication and division facts, particularly Year 4, as this term the Year 4 children will do their statutory multiplication check.

Religious Education:

Big Questions:

What does it mean to be a Hindu in Britain today?

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.
 - Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs help others.

What can we learn from religions about deciding what is right and wrong?

- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.
- Make connections between stories of temptation and explain why people can find it difficult to be good.
- Give examples of ways in which some inspirational people have been guided by their religion.
- Discuss their own and others' ideas about how people decide right and wrong.

Music: Creating Compositions (mountains)

Children will:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

Geography: Mountains, earthquakes and volcanoes

Children will:

- Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- Describe key aspects of: physical geography, including: mountains, volcanoes and earthquakes
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world

DT: Mechanical Systems - Pneumatic Toys

Children will learn to:

- Draw accurate diagrams with correct labels, arrows and explanations.
- Identify five appropriate design criteria.
- Select appropriate equipment and materials to build a working pneumatic system.
- Assemble their pneumatic system within the housing to create the desired motion.
- Create a finished pneumatic toy that fulfills the design brief.

Science: Plants & Animals including humans

Children will:

- Identify that animals need the right types and amounts of nutrition
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Know what plants need to survive
- Know the main parts and functions of a flowering plant, including the reproductive parts, and explain its life cycle.
- Explain how water is transported around a plant.

Computing: Creating Media- Video Trailers

- Describe the purpose of a trailer.
- Create a storyboard for a book trailer.
- Consider camera angles when taking photos or videos.
- Import videos and photos into film editing software.
- Record sounds and add these to a video.
- Add text to a video.
- Incorporate transitions between images.
- Evaluate their own and others' trailers.

French: Bon appetit

Children will learn to:

- Accurately express an opinion with **j'aime** and **je n'aime pas**.
- Say the numbers to 31 in French.
- Read and calculate maths sums correctly in French.
- Say and write all the days of the week.
- Identify the days for yesterday and today.
- Accurately perform a role play with good pronunciation and understanding.

Physical Education: Real P.E, athletics and rounders

In rounders sessions you will be taught to:

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly
- Lead others and act as a respectful team member

In athletics sessions you will be taught to:

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.