

English Reading:

Focus books this term:

George's Marvellous Medicine
By Roald Dahl
The Lighthouse –
Literacy Shed Video
The Last Bear by Hannah Gold



English Reading

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.



St. Peter's
Church of England Primary School



Yorkshire Causeway
SCHOOLS TRUST

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 2023

Enrichment Opportunities:

Yorkshire Dales River Trust - Rivers2U Workshop
Library Visits

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 (please record when your child reads with you in their new Reading Record)
- 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

History: Early Civilisation Ancient Egyptian

In this unit, we will explore the concepts of Exploration, Cultural Change, Technological Advancement and Empire.

- Ancient Egypt began 3000BC and ended 30BC when the Roman Empire invaded.
- Ancient Egyptians developed a type of writing known as hieroglyphics.
- The River Nile was important to Ancient Egypt, in terms of farming, fishing, trade and funerals. Link to Geography.
- They developed technology like irrigation to improve farming.
- Ancient Egyptians worshipped many Gods and believed in an afterlife.
- The Ancient Egyptians mummified bodies to prepare them for the afterlife.
- Ancient Egypt was a monarchy ruled by a Pharaoh.
- The discovery of Tutankhamun's tomb by Howard Carter was of significant historical importance.
- The artefacts discovered have significant historical importance and what this told us about the Ancient Egyptians.

Maths:

We will be mastering the following in maths:

Unit 7 – Unit Fractions:

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- Solve problems that involve all of the above.

Unit 8 – Non Unit Fractions:

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Compare and order unit fractions, and fractions with the same denominators.
- Add and subtract fractions with the same denominator within one whole.
- Solve problems that involve all of the above.

Times tables

- Write and calculate mathematical statements for multiplication and division.
- Recall multiplication and division facts for multiplication tables up to 12×12 (Y4).
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit.

The children will bring their 36 Times tables essential facts home to practice.

Religious Education:

For Religious Education, Year 3 and 4 will be learning about Hinduism. The unit for the Spring Term is called "What does it mean to be a Hindu in Britain today?"

The unit will look at the following aspects:

- How Hindus show their faith within their families
- Hindu ideas about the 4 aims of life
- Hindu ideas of karma
- What Hindus do to show their traditions within their faith communities
- Ways in which Hindu make a difference to the world

Art and Design:

Our focus this term is on Sculpture – specifically clay pinch pots/canopic jars. We will be learning:

- Sketch a design using canopic jar artefacts as inspiration.
- Use the pinch pot technique to create a canopic jar.
- Using Ancient Egyptian patterns, decorate a pinch pot using clay carving and joining techniques.
- Mix paint according to design and carefully apply it to a jar.

Music:

This singing based unit will follow our topic theme of Chinese New Year

We will learn to:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

PSHCE (Personal, Social, Health and Citizenship Education):

Spring Term 1:

THEMES: Physical Health

Unit: Why should we keep active and sleep well?

This unit focuses on building a healthy lifestyle.

Spring Term 2:

THEMES: Being Safe and Managing Risk

Unit: How can we help in an accident and emergency?

This unit focuses on what actions to take if they find themselves in certain situations.

Physical Education:

For our PE curriculum, we have carefully selected specific schemes of learning created by leading experts: Sporting Influence and REAL PE. This term we will be learning:

Spring 1:

Unit 1 – REAL Gym Unit 1

Football – Moving with the ball, control and passing and moving and passing.

Spring 2:

Unit 2 – REAL Gym Unit 2–

Hockey – Using the stick correctly, dribbling with the ball, control and passing and moving and passing with the ball..

N.B. Starlings Class are having swimming lessons on Wednesday afternoon so will only be completing the football and hockey units above.

Science:

This Spring Term, our focus is Physics - Light and Sight and Forces and Magnets. This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. **We will learn:**

➤ **Light and Sight –**

- Recognise that I need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Computing:

We teach Computing using a scheme of learning called Kapow.

In this term's unit, '**Online safety, creating media: Website Design**', We will learn to:

- Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website.
- Create a clear plan for their web page and begin to create it.
- Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from.
- Create a clear plan by referring back to their checklist.
- Create four web pages with a range of features on their website.

French:

This term's unit is '**Je Peux...** (I am able to...). We will learn to:

- Recognise, remember and spell 10 action verbs in French.
- Use these verbs in the infinitive to form positive and negative sentence structures with
- 'je peux' (I am able) and 'je ne peux pas' (I am not able).
- Attempt to combine positive and negative sentence structures to form longer and more
- complex sentences using the conjunctions 'et' (and) & 'mais' (but).

Each unit will support children to develop their French following key areas of early language development:

- Speaking and Listening,
- Reading, Writing and Grammar