

## English Reading:

### Books this term:

**The Dot – Peter Reynolds**  
**Krindlekrax – Phillip Ridley**  
**The Boy Who Biked the World – Alastair Humphreys**  
**Home Sweet Home – Literacy Shed Video**



As well as spending time reading individually and as a class, we will continue 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 specifically focus on:

- Regularly reading a range of fiction and poetry from different authors. Using the recommended book lists on the school list for year 3 and 4, we aim to inspire children to try a different genre or unfamiliar author.
- Reading a range of non-fiction texts, reference books and text books linked to our history and science learning to develop knowledge.
- Building vocabulary using active reading strategies to decipher meaning from the text.

## English Writing:

Using a 'writer's eye' to look at a range of different text types, we will learn how to write for a range of different purposes including to inform, to recount, to report and to entertain for a variety of different audiences.

We will develop the following knowledge and skills:

- Focus on how authors that we are studying use characterisation to convey feelings and viewpoints.
- Use figurative language to convey mood and atmosphere.
- Consistently link ideas across paragraphs using time conjunctions and fronted adverbials.
- Planning, drafting and writing ideas with audience and purpose in mind.
- Evaluate and edit the effectiveness of their own and other's writing, checking for grammatical errors and proof-reading for spelling errors.



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 2024

### **Enrichment Opportunities:**

Herd Farm Residential Y4  
Leeds City Museum – Y3/4

## 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: Ancient Greece – Achievements and Influence on the Western World

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

- The Ancient Greeks lived in Greece and the countries we now call Bulgaria and Turkey over 4000 years ago.
- The two most important cities in Ancient Greece were Athens and Sparta.
- Ancient Athens and Sparta were similar due to their form of government. They both had an assembly elected by the people.
- The Olympics started in Ancient Greece.
- Greek architecture has influence buildings all over the world.
- Democracy began in Ancient Greece
- Ancient Greek philosophers and how they influenced our society today. Including Socrates and Socrates Law and/or Aristotle's foundation of psychology.
- Ancient Greek Myths; Icarus

## Maths:

We will be mastering the following in maths:

- Fractions greater than 1
- Subtract proper fractions and mixed numbers.
- Choose correct and efficient approaches when subtracting mixed numbers.
- Right Angles:
- Draw triangles and quadrilaterals and identify vertices.
- Identify right angles in the environment.
- Investigate and draw other polygons with right angles.
- Perimeter
- Know that regular polygons have the same length sides and the same interior angles.
- Different shapes can have the same perimeter.
- Perimeter can be calculated by addition and multiplication.
- Unknown side lengths can be calculated from perimeter and known side lengths.
- Coordinates
- Give directions, move objects on a grid and mark new positions.
- Describe and draw translations.
- Mark positions in the first quadrant of a grid.
- Time
- Estimate, tell and write the time on an analogue clock- including Roman numerals I to XII- and a digital clock to the nearest minute.
- Compare durations of events.
- Divisions with remainders
- Interpret a division story when there is a remainder and represent it with an equation.
- Explain how the remainder relates to the divisor.
- Solve division problems.

## Design Technology – Electric Poster

This unit will link to our science topic of electricity. We will learn:

- To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.
- To understand common features of an electric product (switch, battery or plug, dials, buttons etc.)
- To list examples of common electric products (kettle, remote control etc.)
- To understand that an electric product uses an electrical system to work (function).
- To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.

## Religious Education:

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

### **The unit will look at the following aspects:**

- How Christians show their faith within their families
- How Christians show their beliefs in church
- How and why Christians use music in worship
- How and why Christians celebrate Holy Communion
- How Christians make a difference in their local community
- How do Christians make a difference in the worldwide community

## Art and Design:

**Our focus this term is on Face and Body Perspective – with an artist focus on Frida Kahlo. We will be learning:**

- Divide the outline of the face using faint lines into quarters to help with the placement of the facial features
- To use more than one grade pencil to produce different lines and effects
- To use sketching techniques such as cross-hatching and hatching
- Create their own self-portrait in the style of Frida Kahlo

## Music:

**The music unit we are focusing on this term is adapting and transposing motifs.**

### **We will learn to:**

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation.

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

### **Summer Term 1:**

**THEMES:** Being safe and managing risk

**Unit: How can we manage risk in different places?**

This unit focuses

### **Summer Term 2:**

**THEMES:** Mental Health and Well-being

**Unit: How can we manage our feelings?**

This unit focuses on

## 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:

### **Summer 1:**

**Basketball** – Passing, receiving, shooting, dribbling and match practise

**Cricket** – Fielding techniques, batting, bowling and game play

### **Summer 2:**

**Rounders** – Throwing, catching, batting, fielding, bowling and game play

**Athletics** – jumping, sprinting, shotput, running, using batons and mini olympics

*N.B. Our PE days for this term are Tuesday and Thursdays for both classes.*

## Geography: Mountains, European Countries and Capital Cities

In this unit, our first order concept is investigating patterns. A *Knowledge Organiser* for this unit, which is accessible via the school website, will outline the key knowledge we would like all children to know and remember:

- Greece is located in Southern Europe in a region called the Mediterranean, surrounded by the Mediterranean Sea,
- Greece is divided into three geographical regions.
- The capital city of Greece is Athens.
- We will study both physical and human geography of Greece
- Use an atlas and map reading to locate Greece and the Mediterranean Sea
- Understand that geographers learn about the world by observing and collecting data

## Science:

**This Spring Term, our focus is Physics - Forces and Magnets and Electricity. We will learn:**

### ➤ **Forces and Magnets**

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

### ➤ **Electricity**

- Identify common appliances that run on electricity
- Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators and associate metals with being good conductors

## French:

This term's unit is **L'ancienne histoire de la Grande-Bretagne (Ancient Britain)**. We will learn to:

- Name in French, the six key periods of Ancient Britain, introduced in chronological order.
- Say in French three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was.
- Remember accurately from memory and use the French for 'I am' (j'esuis), 'I have' (j'ai) and 'I live' (j'habite).

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

- Speaking and Listening,
- Reading, Writing and Grammar