

Maths: White Rose

Multiplication Year 3 Multiply 2-digits by 1-digit. Year 4 Multiply 2-digits by 1-digit and Multiply 3-digits by 1-digit.

Division Year 3 Divide 2-digits by 1-digit. Year 4 (Spr B1) Divide 2-digits by 1-digit. Divide 3-digits by 1-digit. Year 3 How many ways? Year 4 Correspondence problems

Equivalent Year 3 Equivalent lengths- m & cm. Equivalent lengths – mm & cm. Compare lengths Year 4 (Aut B3) Kilometres

Perimeter: Year 3 Measure perimeter and Calculate perimeter. Year 4 Perimeter on a grid Perimeter of a rectangle and rectilinear shapes.

Year 3 Measure length - Add lengths and subtract lengths. Year 4 What is area? Counting squares and making shapes. Comparing area.

Fractions/Recognising fractions Year 3 Unit and non-unit fractions. Making the whole. Fractions on a number line. Year 4 What is a fraction? Fractions greater than 1. Count in fractions

Equivalent Fractions Year 3 Equivalent fractions Year 4 Equivalent fractions

Compare and Order Year 3 Compare and order fractions

Fractions of amounts Year 3 Fractions of an amount. Year 4 Calculate fractions of a quantity

Add and Subtract: Year 3 Add and subtract fractions. Year 4 Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts.

Mass and Capacity/Decimals Tenths Year 3 Tenths. Count in tenths. Tenths as decimals. Year 4 Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line.

Mass and Capacity Year 3 Measure mass. Compare mass. Add and subtract mass. Measure capacity and compare capacity. Add and subtract capacity

Decimals: Year 4 Divide 1-digit by 10. Divide 2-digits by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2-digits by 100

English:

The Great Kapok Tree

Persuasive writing

Non-fiction writing

Non chronological report

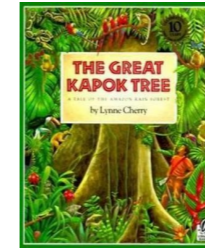
Jungle Book

Diary writing

Recount

Descriptive writing

Poetry– comparing and writing in different styles



Year 3/4 - Spring Term 2023-24

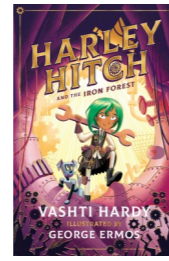
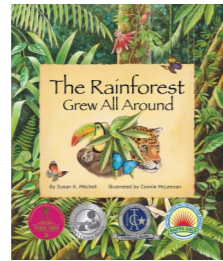
The Power of Change



Guided Reading:

Harley Hitch and the Iron Forest by Vashti Hardy

The Rainforest Grew All Around by Susan Mitchell



History: How have children's lives changed

Make observations and deductions from sources.

Suggest how children's lives have changed.

Explain why children needed to work.

Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.

Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.

Use sources to identify leisure activities and compare them over time.

Identify diseases from the past and discuss how effective the treatments were.

Geography: Why are Rainforests important to us?

Describe a biome and give an example.

State the location and some key features of the Amazon rainforest.

Name and describe the four layers of tropical rainforests.

Understand that trees and plants adapt to living in the rainforest and give an example.

Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.

Name one way in which the Amazon is changing.

Articulate why the Amazon rainforest is important.

Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.

Use a variety of data collection methods with support.

Home learning:

Research a rainforest animal and present this information to the class.

Celebration: Trip to Amazon World

MFL - French:

French greetings: Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.

French adjectives of colour, size and shape: Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.

PSHE: Corum Life Education: SCARF

1) **Keeping me safe** - Safe or unsafe? Danger or risk? The Risk robot. Super Searcher. Help or harm? Alcohol and cigarettes: the fact

2) **Rights and respect** - Helping each other to stay safe. Recount task. Our helpful volunteers. Can Harold afford it?

Religious Education:

Spring 1 - Creation—different cultures' creation stories

Spring 2 - Passover—Freedom

Science:

States of Matter - Physical changes

Compare and group the 3 states of matter

Explore how particles behave in solids, liquids and gases

Investigate melting points

Explore freezing and boiling points

Explore evaporation and condensation

Understand the water cycle

Sound

Identify how sounds are made

Explore how vibrations from sounds travel through a medium to the ear

Explore sound insulation

Explore volume

Explore sounds from near and from far

Computing:

Year 3 - 3.3 Spreadsheets

Year 3 - 3.4 Touch typing

Year 4 - 4.3 Spreadsheets

Year 4 - 4.4 Writing for Different Audiences

Art and Design: To create a collage in the style if Henri

Rousseau

Explore the painting 'surprised!' by Henri Rousseau.

Create a collage based on Henri Rousseau's 'surprised' painting.

draw from observation.

investigate animal's features and recreate them using drawing.

create a piece of art inspired by Henri Rousseau's 'surprised!' painting.

Design Technology:

Plan Bee - Making Mini Greenhouses

To explore existing greenhouses

To investigate stable structures

To investigate materials for making a mini greenhouse

To design a mini greenhouse

To make a mini greenhouse

To evaluate a finished product

Music:

Body and tuned percussion (Theme: Rainforests)

A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.

Changes in pitch, tempo and dynamics (Theme: Rivers)

Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.