

Welcome to the Year 3 / 4 Newsletter ...



- Dear Parent / Guardians,
- Welcome back! Well what a strange beginning to our term, but I have to say how quickly the children and parents have adapted to home learning. We are now settled back into our Spring Term and staff are working hard to ensure that our Spring Term provision is not interrupted and is delivered effectively via google classroom so that continuity of education for our children is ensured.
- The Y3/4 team would like to take this opportunity to thank you for all the generous gifts received at Christmas time (It seems such a long time ago!), you really are so kind and thoughtful.

Mrs Brady, Mrs Carney and Miss Hamilton (Year 3 / 4 Teachers)
Spring 2021

English

Spring Term 1

Narrative: 101 Dalmatians
Information Texts linked to Volcanoes
Newspaper Reports

Spring term 2

Narrative: Sheep Pig
Information Text: Dear Greenpeace
Persuasive Writing

This term will focus on the following elements of the new English Curriculum.

Planning writing.

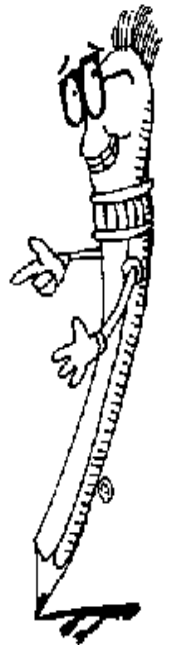
Structure, grammatical features, use of vocabulary and discuss and record ideas for writing. Choose a planning format appropriate for the text type and annotate plan with key language, words and phrases.

Draft and write

- Compose sentences using a wider range of structure, making careful choices about vocabulary.
- Orally rehearse structured sentences or sequences of sentences.
- Organise writing in paragraphs with clear themes.
- Write a narrative with a clear structure, setting, characters and plot.
- Write a non-narrative using organisational devices appropriate to the text type.

Evaluate and edit

- Self-assess and peer-assess the effectiveness of writing suggesting improvements to writing.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency.
- Proof-read to check for errors in spelling and punctuation errors.
- Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Spring term 1 (Revisit and extend the following units)

Statistics: Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, including those generated by a computer.

Fractions: Use fraction notation, recognise the equivalence of simple fractions (e.g. fractions equivalent to $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$), Recognise simple fractions that are several parts of a whole and mixed numbers e.g. $5\frac{3}{4}$, begin to relate fractions to division and find simple fractions such as $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{10}$ of numbers or quantities.

Place Value: Read and write whole numbers to at least 10 000 in figures and words, and know what each digit represents, Read and write the vocabulary of estimation and approximation. Make and justify estimates up to about 250, and estimate a proportion, Recognise negative numbers in context (e.g. on a number line, temperature scale).

Measures: Suggest suitable units and measuring equipment to estimate or measure length, Choose and use appropriate number operations and appropriate ways of calculating to solve problems.

Geometry: Recognise position and directions, for example, describe and find the position of a point on a grid of squares where the lines are numbered.

Spring term 2

Addition and Subtraction: Consolidate understanding of the relationship between addition and subtraction, Understand the principles of the commutative law, Count on or back in repeated steps of 1, 10, 100 or 1000, Identify near doubles, using known doubles, Use informal pencil and paper methods to support, record or explain addition and subtraction, Add three or four small numbers mentally, Solve word problems involving addition and subtraction in the context of money.

Geometry: Describe and visualise 3-D and 2-D shapes, including the tetrahedron and heptagon, Recognise equilateral and isosceles triangles, Classify polygons using criteria such as number of right angles, whether or not they are regular, symmetry properties, Make and investigate a general statement about familiar numbers and shapes by finding examples that satisfy it.

Multiplication and Division: Extend understanding of the operations of multiplication and division and their relationship to each other and addition and subtraction. Use doubling or halving starting from known facts, Approximate first. Use informal pencil and paper methods to support, record or explain multiplication and divisions, Develop and refine methods for $TU \times U$, $TU \div U$.

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Foundation subjects

SCIENCE

SOUND

What caused that 'racket'? How do your ears work?
What do we mean by the pitch and volume of the sound?
Does sound have the same intensity the further away you go from the source?
What do we know about the way telephones work and how have they changed over time?

ROCKS

What are fossils and why are they so fascinating?
What can you find out about sedimentary and igneous rocks?
Why is a diamond a 'girl's best friend'?
Can you collect some rocks to create a rock sculpture?

a reminder:

We are teaching in school at the moment, but are able to answer emails or phone messages whenever we can - Please ask if there is anything we can help you with.

French



Bonjour !!

French lessons will continue after half term. This term's topics will cover.

Months of the year
Seasons - including Easter
Body and facial parts
Animals
& Clothing.



Volcanoes/UK City Study

Our Big Questions this Term

What causes a volcano to erupt and which are the famous volcanoes in the world?
How do volcanoes impact on the lives of people and why do people choose to live near them?
How can we recreate an erupting volcano? What causes an earthquake (and a tsunami) and how are they measured? Who experiences extreme weather in our country? Which countries have experienced earthquakes and tsunamis in your life time? How can we capture a stormy weather pattern using music, drama and dance?

Why do you think London is the capital city of the United Kingdom? Why do so many people live in London? Can you trace the growth in London's population over the past 100 years? Can you choose 5 popular monuments or buildings in London and write a promotion leaflet on them? Can you reconstruct a bridge that opens to allow a ship to pass? From photographs you have taken or copied, can you paint one of your favourite places in London? What would be the main advantages and disadvantages of living in London?

D&T/ART

Art - This term we will be making Art links with our RE, Art and Geography objectives together. The children will focus on developing skills in drawing and painting. This will be adapted wherever possible to be accessible with home learning constraints.

We will explore sketching, colour and patterns.



Computing

We hope to continue with our Programming topic via our Google classroom - watch out for links to allow you to access scratch at home.

Music - We will be using google classroom to deliver Music this term, via Oak academy active lessons or via BBC bite size lessons.

Religious Education

We will cover the following topics in RE this term:

- Journeys
- Listening and Sharing
- Giving All

PSHE: We will continue to follow our Jigsaw PSHE scheme, Topics this term will be:

- Dreams and Goals
- Healthy me

Physical Education

PE TIMES:

PE will continue when we return to school. We will, hopefully cover dance - linked to Volcanoes and Invasion games.

We encourage daily exercise at home and useful online sessions such as PE with Joe Wicks and dance sessions with Ote Mabuse will be posted with links when they are advertised.

