

# Year 3 and 4 Spring 1 and 2

## English

**Key Text:** Escape from Pompeii by Christina Balit

**Purpose for writing:** Newspaper article (to inform) and a letter (to persuade)

**Writing:** Children will identify the structure and features of a newspaper article and use this to plan and write newspaper articles about Mount Vesuvius erupting. They will use the 3rd person to inform the reader and make sure that their newspaper article answers the 5 W's (who, what where, when, and why). They will use precise language to inform the reader and will include the features of a newspaper article e.g headline, past tense, caption, eyewitness comments.

They will learn to write a persuasive letter linked to the text Escape form Pompeii. They will learn to use the organisational features of letters and include rhetorical questions and use emotive language to help persuade the reader.

**Grammar:** Children will write in the 3rd person for their newspaper report and the 1st person for their persuasive letter. They will use conjunctions to join clauses and explore different ways to start sentences. They will also look at using contractions accurately for contractions and to show possession.

## Maths

**Key Facts** multiply and divide by 4 (doubling x2) and 8 (doubling x4).

**Year 3 multiplication and division** – children will build on their knowledge of the 2 times table to multiply by 4. Children will build on their knowledge of the 4 times table to start to multiply by 8. Divide by 4 and 8. Multiply 2 digits by 1 digit with and without exchange (using concrete alongside the formal method of column multiplication), divide 2 digits by 1 digit by partitioning into tens and ones and dividing into equal groups (with and without remainders).

**Key Facts** multiply and divide by 6, 9, 7, 11 and 12.

**Year 4 multiplication and division** – children will use known number facts to become fluent in the 6 times table (applying knowledge of the 3 times table by understanding that each multiple of 6 is double the equivalent multiple of 3) Children will use known number facts to become fluent in the 9 times table. (know that each multiple of 9 is one less than the equivalent multiple of 10 and using that knowledge to derive related facts.) Multiply and divide by 6, 9 and 7, 11 and 12. Multiply 3 numbers (children will be introduced to the Associative Law and link to the Commutative Law.) Find factor pairs by learning that a factor is a whole number that multiplies by another number to make a product. Use efficient multiplication.

**(Please see our Calculation Progression document on our website for Multiplication and Division strategies.)**

## Computing

**Focus: Touch Typing**

Children will use 2Type from Purple Mash to help them learn the basics of quick and efficient typing.

## History

**Focus: Changes in the Roman Empire and its impact on Britain**

Children will build on their studies from the Autumn term of the stone Age to the arrival of the Celts. Children will learn about life in Roman times and how it built its empire by invading Britain. Children further learn what impact the Roman invasion and settlement had on the life and religion in Britain. Links will be made with Roman lifestyle and our work with Light in Science this term, This unit will prepare children for learning in the Summer term about the Settlement of Anglo-Saxons and Scots in Britain. Children will do some focused work on Julius Caesar drawing on prior historical skills learnt in KS1 when they studied significant individuals like Florence Nightingale. In UKS2 children will continue to learn about the significance and impact of famous individuals when studying Alfred the Great.

**(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## Changes in the Roman Empire and its impact on Britain

## Science

**Physics: Light**

Children will learn about light, reflective surfaces, the sun as a light source and its dangers. Children will also learn about shadows and the means to change their size and shape. They will use their KS1 knowledge of everyday materials to support their learning. They will link their new knowledge of light reflection to how Romans used polished surfaces for lighting homes, signaling and personal care in their history studies this term. The shadow work will be linked with class stories of myths and legends from Roman times. This unit will lay the foundations for further studies of light in UKS2 .

**Working Scientifically:** Children will be asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

**(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## Design Technology

**Focus: Painting & Textiles – Weaving through natural materials.**

Children will be systematically weaving above and below to create a simple weave. Children will alternate each strand of weave - above and below / below and above. Children will vary the materials used to create textures.

**(Please see Design Technology knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## Music

**Focus: Three Little Birds by Bob Marley – a Reggae song.**

The children's learning is focused around one song: Three Little Birds. As well as learning to play, improvise and compose with this song, children will listen and appraise other Reggae songs.

## RE

**Focus: What does it mean to be a Sikh in Britain today?**

Children will identify the core beliefs of Sikhism in the Mool Mantar. They will learn to understand what it like to be a Sikh in Britain today; comparing Sikh values and lifestyle with their own values. This unit will make connections with the Vaisakhi ceremony that children learnt about in the Autumn 2 term unit.

## PE

**Focus: Agility, balance, co - ordination via gymnastics and dance**

Children will be advancing their shapes and body control including partner/counterbalancing. They will create movement patterns to music, evaluating self and others performances and acting on feedback given.

## PSHE

**Focus: Health and Wellbeing (1)**

Children will start by understanding their own mental health and wellbeing. They will then learn about how to keep safe. This will include learning about medicines and hygiene both at school and in the home.

## French

**Focus: Family and Friends**

Children will learn how to identify and introduce family and pets and spell their names.