

**Year 3&4**  
**Spring 1**

**English**

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

**Purpose for writing:** Diary Entry (to inform) and a letter (to persuade)

**Writing:** Children will identify the structure and features of diary and linking previous knowledge of Earthquakes and Volcanoes in science with their historical learning of life in Roman times to write a diary entry of the impact of Vesuvius erupting.

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 1st person for their diary entry and persuasive letter. They will use conjunctions to join clauses demonstrating a variety of sentence structures and explore different ways to start sentences using fronted adverbials to show time. They will also look at using apostrophes accurately to show singular and plural 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). Children will conclude the term recognising, adding and subtracting pounds and pence as they explore using money.

**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. Children will conclude the term working with shapes; knowing, calculating and comparing their area. **(Please see our Calculation Progression document on our website for Multiplication and Division)**

**Computing**

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

**History**

**Focus: The Romans (Invaders)**  
Children will build on their studies from the Autumn term of the Stone Age to the arrival of the Celts in the Iron Age. Children will learn about life in Roman times including the beliefs, roles of men and women and how Rome built its empire. Links will be made with our science this term and the use of forces in the Roman Army. This unit will prepare children for learning in the Summer term about the invasion of Britain by the Romans and the legacy left for our world today. 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 and Neil Armstrong. 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.)**

**Science**

**Physics: Forces and Magnets**  
The pupils will be learning to compare how things move on different surfaces. They will know that the type of surface affects the amount of friction and the ease of movement of an object. They will be able to explain that smooth surfaces have less friction and that rough surfaces exert more friction. They will notice that some forces need contact between two objects, but magnetic forces can act at a distance. They will observe how magnets attract and repel each other and attract some materials and not others.

The pupils will compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They will describe materials as having two poles and predict whether two magnets will attract or repel each other depending on which poles are facing. This unit builds on the children's' KS1 knowledge of materials.

**Working Scientifically:** Children will ask questions and use this to plan their own enquiry. They will make systematic and careful observations. They will learn to set up simple comparative and fair tests.

**The Romans (Invaders)**

**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. Thus units links with their learning of Celtic and Roman textiles in History.

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

**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 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: Numbers and ages**  
Children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.