

English Plans for Year 3 and 4

Shackleton's Journey

We will be continuing literacy based upon the non-fiction book, Shackleton's Journey. The children have really enjoyed learning about this epic tale of endurance. Shackleton's ship, the Endurance, was discovered 3'000 metres deep on 5th of March which has made it even more relevant and exciting. After producing some fantastic formal letters of application, fact files and persuasive adverts, we will be focusing on descriptive language to write emotive and descriptive diary entries.

Our focus on using rich, descriptive language will lead us into: poetry inspired by nature.

We will explore, rehearse and perform poems that have been inspired by the natural world. Memorising and reciting poems provides opportunity to develop a deep understanding of the words and phrases used. The focus on the natural world links into the R.E that Year 2,3 and 4 are doing this term, based around the question – 'Is our world sacred?'

We will explore different poem structures such as, rhyming poems, free verse, haiku, tanka, acrostic and riddles. We will explore linguistic devices such as onomatopoeia, alliteration, assonance and metaphor and lots of fun writing, peer-assessing, editing and performing our poetry.

Our spelling focuses for this term are:

<u>Year 3</u>	<u>Year 4</u>
<ul style="list-style-type: none">• Spelling words on the year 3 and 4 word list - You can find this easily online and is a good thing to have at home so that your child can practise a little daily• Words ending in –ary (library, February)• Words with a short /u/ sound spelt with 'o' (woman, wonder)• Words with a short /u/ sound spelt with 'ou' (enough, young)• Word families based on common words, showing how words are related in form and meaning (instruct, structure; scope, telescope; press, suppress)• Words ending in the suffix –al (natural, occasional)• Words ending with an /zhuh/ sound spelt with 'sure' (treasure, measure)• Words ending with a /chuh/ sound spelt as 'ture' (lecture, literature)• Silent letters	<ul style="list-style-type: none">• Spelling words on the year 3 and 4 word list – You can find this easily online and is a good thing to have at home so that your child can practise a little daily• Adding the prefix inter- (meaning 'between' or 'among') (interact, interfere)• Adding the prefix anti- (meaning against) (antiseptic, anticlockwise)• Adding the prefix auto- (meaning 'self' or 'own') (autograph, autobiography)• Adding the prefix ex- (meaning 'out') (exit, extend)• Adding the prefix non- (meaning 'not') (non-stick, non-stop)• Words ending in –ar/ -er (calendar, quarter)• Adding the suffix –ous (dangerous, tremendous, various)• Adverbials of frequency and possibility (regularly, occasionally)• Adverbials of manner (awkwardly, frantically)

English Plans for Year 3 and 4

We will be focusing on these grammar and punctuation objectives:

Year 3: Apostrophes for missing letters and single possession Inverted commas and punctuating speech Recapping nouns, adjectives, articles, verbs and ad-verbs Statements and questions Commands and exclamations Verb tenses	Year 4: Using commas to separate clauses and for introductions Apostrophes for missing letters, single possession and plural possession Inverted commas and punctuating speech Adverbial phrases Conjunctions Prepositions Verb tenses Verb agreement
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We will continue to read our class book; share a daily poem; do weekly spelling practise and tests (supported by Spelling Frame at home); have weekly reading groups and opportunities for re-reading; use our writing journals to collect vocabulary to use in our writing.

How you can help at home ~

Support your child to read at home and complete their home learning tasks.

Ask your child about our new libraries in school and take an interest in their book choices ~ you could read the books together. Encourage them to read very regularly ~ make it part of the everyday routine, or at least 3 or 4 times a week. Talk about the book together and help with unfamiliar vocabulary. Read to your child ~ they still need you to do this and it would make a big difference to their vocabulary development and comprehension. Making time to talk is also invaluable so switch off the devices and get chatting!

Maths Planning Year 3 and 4

<u>Year 3</u>	<u>Year 4</u>
<ul style="list-style-type: none"> • Maths buddies once a week with younger buddies • Mental and oral maths games which are vital for maths fluency—(number bonds, adding and subtracting 1, 10, 100, greater than less than, etc.) • Times tables practise– we will particularly focussing on 6s, 7s, 8s, 9s, and 12s. • Morning jobs to increase mathematical fluency and give opportunity for times table revision and practise 	<ul style="list-style-type: none"> • Maths buddies once a week with younger buddies • Mental and oral maths games which are vital for maths fluency—(number bonds, adding and subtracting 1, 10, 100, greater than less than, etc.) • Preparation for the Multiplication Check in June – children will need to have instant recall of all multiplication facts up to 12x12. We will be doing lots of practice of all times tables so that children can feel confident when doing the assessment. 10 minutes a night at home would greatly support this. • Morning jobs to increase mathematical fluency and give opportunity for times table revision and practise

Year 3 Maths Summer Term	Year 4 Maths Summer Term
<p><u>Fractions</u></p> <p>Making the whole</p> <p>Tenths</p> <p>Counting in tenths</p> <p>Tenths as decimals</p> <p>Fractions on a number line</p> <p>Fractions of a set of objects</p> <p>Equivalent fractions</p> <p>Compare fractions</p> <p>Order fractions</p> <p>Add fractions</p> <p>Subtract fractions</p> <p><u>Time</u></p> <p>O'clock and half past</p> <p>Quarter past and quarter to</p> <p>Months and years</p> <p>Hours in a day</p> <p>Telling the time to 5 minutes</p> <p>Telling the time to the minute</p> <p>Using a.m. and p.m.</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Start and end times</p> <p>Measuring time in seconds</p> <p>Problem solving with time</p>	<p><u>Decimals</u></p> <p>Bonds to 10 and 100</p> <p>Make a whole</p> <p>Write decimals</p> <p>Compare decimals</p> <p>Order decimals</p> <p>Round decimals</p> <p>Halves and quarters</p> <p><u>Money</u></p> <p>Pounds and pence</p> <p>Ordering money</p> <p>Estimating money</p> <p>Convert pounds and pence</p> <p>Add money</p> <p>Subtract money</p> <p>Give change</p> <p>Working with money</p> <p>Four operations</p>

Maths Planning Year 3 and 4

Year 3

Properties of shape

Turns and angles

Right angles in shapes

Compare angles

Draw accurately

Horizontal and vertical

Parallel and perpendicular

Recognise and describe 2-D shapes

Recognise and describe 3-D shapes

Make 3-D shapes

Mass and capacity

Measure mass

Compare mass

Add and subtract mass

Measure capacity

Compare volume

Measure capacity

Compare capacity

Add and subtract capacity

Temperature

Year 4

Time

Telling the time to 5 minutes

Telling the time to the minute

Using a.m. and p.m.

24 hour clock

Hours, minutes and seconds

Years, months, weeks and days

Analogue to digital

Statistics

Interpret charts

Comparison, sum and difference

Introducing line graphs

Line graphs

Properties of shape

Turns and angles

Right angles in shapes

Compare angles

Identify angles

Compare and order angles

Recognise and describe 2-D shapes

Triangles

Quadrilaterals

Symmetry

Horizontal and Vertical

Lines of symmetry

Complete a symmetric figure