

ENGLISH

Writing

Key text: *Varmints* by Helen Ward & Marc Craste

Outcomes: Descriptive comparisons, retellings, setting descriptions, poetry

Main outcome: Explanation text

Children will explore the settings and themes, writing a retelling of the story from the main character's point of view and sharing their thoughts and opinions about the story. The same text is then used to draw out the process and lifecycle of growing plants. Children use this as a starting point to create a lifecycle flow diagram, charting the changes that take place as a plant grows and what is needed to nurture it in order to give guidance to the next generation of 'varmint' on how to look after plants. Children then use this, alongside their explored knowledge of explanation texts, to write their own explanation of the lifecycle of plants to be published as a leaflet. It is important that children are exposed to a range of explanation texts, through Science and Guided Reading throughout.



Reading:

Key text: *Fairytales gone bad: Zombierella* by Joseph Coelho

The first in a funny, deliciously dark, three-part series of twisted classics, written in verse by award-winning poet Joseph Coelho and illustrated by Freya Hartas. A yellow moon hangs in a satin sky the night Cinderella, barefoot and in hand-me-downs, slips at the top of the stairs ... and dies. But not for long. The Shadow of Death arrives to breathe life back into her bones and, for three nights only, Cinderella goes forth as ZOMBIERELLA. With her skin as cold as ice and her faithful horse Lumpkin back by her side, can she seek revenge on her three cruel, fake sisters, once and for all? Crawl out of the grave and step into your mushroom carriage for this haunting and humorous adventure of the undead girl searching for her happily ever after.

Reading skills:

- Developing positive attitudes to reading and understanding of what they read
- Listening to and discussing a wide range of text types
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of books
- Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Discuss books read to them and those they read themselves, taking turns and listening to what others say.



Spelling:

- Recap previous year's spelling patterns
- Spelling words on the Year 3/4 Word List from the National Curriculum
- We will be following the Read Write Inc Spelling programme throughout the year.

MATHS

Number: Place Value

- Representing numbers to 1,000
- 100s, 10s and 1s
- Number lines to 1,000
- Rounding to the nearest 10 and 100
- Count in 1,000s
- 1,000s, 100s, 10s, 1s
- Partitioning
- Number line to 10,000
- Find 1, 10, 100, 1000 more or less
- Comparing and ordering numbers
- Rounding to the nearest 1,000
- Count in 25s
- Negative numbers
- Roman Numerals to 100

Number: Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1000s
- Add two 3-digit numbers
- Add two 4-digit numbers
- Subtract a 3-digit number from a 3-digit number
- Subtract two 4-digit numbers
- Efficient subtraction
- Estimate answers
- Checking strategies

In Science the children will be exploring:

Sound

Children will already know many things about sound, even without any formal teaching of it. They will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren't instruments, in order to investigate how sounds are created to make music.

In Geography the children will be studying:

The Americas

In this unit the children, inspired by Johnny Cash singing 'I've been everywhere', travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.

Swimming / PE

We will be going swimming on Tuesday mornings. Please see separate letter for further information.

Our PE day is Thursdays. Children should come to school wearing their PE kit on these days. They will need to wear clothes suitable to play out in at playtime even if we are completing an indoor PE unit.

Homework

Homework will be set on Fridays and should be completed and brought back into school by the following Thursday.

Mrs Westerman will teach Monday to Wednesday and Miss Wood will teach on Thursdays and Fridays. We are both looking forward to a fantastic year with Class Carroll. We've got some super topics and themes to teach and explore with the children. Please ask if you're unsure about anything, we're here to help!