

Maths –Spring 1

Year 3 / Year 4 – Fractions

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Compare and order unit fractions, and fractions with the same denominators.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Count up and down in tenths.

Count up and down in hundredths.

Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Recognise that hundredths arise when dividing an object by one hundred and

dividing tenths by ten.

Find the effect of multiplying and dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Recognise and show, using diagrams, families of common equivalent fractions.

Add and subtract fractions with the same denominator within one whole.

Topic Year 3/4 – Ancient Greeks

Children can order a number of significant events from ancient Greek times on a timeline.

- Children can identify some of the impacts of Alexander the Great's Empire.
- Children can research and describe some key features of the everyday lives of people living in ancient Greece.
 - Children can name some similarities and differences between life in ancient Athens and life in ancient Sparta.
- Children can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.

Spring 2 - 2025



English

Writing outcome for the Spring term Y3/Y4:

Feature keys

Recount Y3:

- Use a balance of description and opinion
- Write an introductory paragraph
- Write further paragraphs in chronological order

Recount Y4:

- Engage the reader through detailed description
- Include eyewitness account as quotes using direct speech punctuation
- Write an introductory paragraph including the 5Ws – who, what, where, when, why and how

PSHE –

Class 3 - Identity, society and equality: celebrating difference

Pupils will learn:

About valuing similarities and difference between themselves and others.

About what is meant by community.

About belonging to groups.

Art Year -3/4

Pop Art - Andy Warhol -

focus on use of colour to enhance images. Bold outlines and use of text within art.

Science (Year 3/4) – Animals including humans

This unit recaps the children's learning from year 2 about how animals survive and stay healthy and helps children to learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need different proportions of nutrients.

RE – Year 3/4 – What is like to follow god?

The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God, and their relationship with God

- The People of God try to live in the way God wants, following his commands and worshipping him
- They believe he promises to stay with them and Bible stories show how God keeps his promises

Computing – Programming

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner.

Music -exploring how music can reflect the emotions. Children will learn to-

- Listen to a variety of music and talk about the different musical elements that they can hear, for example tempo and dynamics. They will talk about how the music that they have listened to makes them feel.
- Explore how to play the glockenspiel in time to the pulse of the backing track.
- Explore how to play together as a larger group.
- To compose simple pieces of music in response to the music that they have listened to.
- To reflect on the compositions that they have created and what aspects they would change next time.