



Year 3/ 4 Autumn One

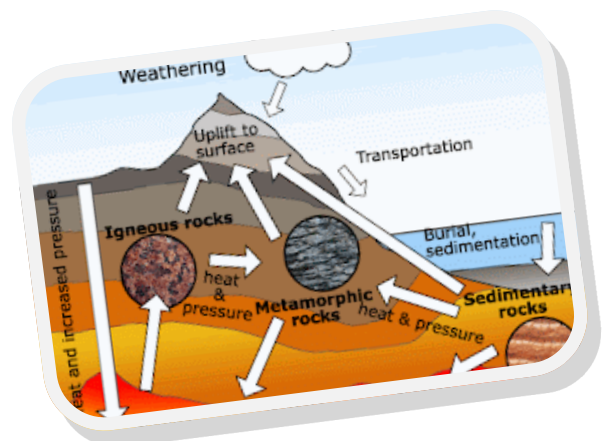
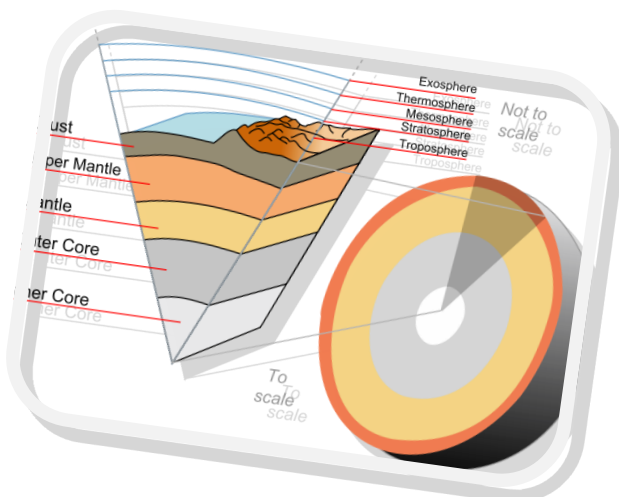
Parent Overview

Forces Beneath Our Feet

Fossils
Rocks
Volcanoes



Soil
Composition of the Earth
Earthquakes



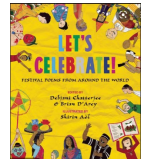
My Class Timetable

	(0845 - 0900)	Lesson 1		Lesson 2		Lesson 3			Lesson 4	Lesson 5			
M o n	EMA	Spellings WCR		English	B R	Mastering Number Times tables	Maths	L U	Tough Ten Whole school assembly	Quest	Forest School / Art Week A/B alternate with Hawk		S T O R Y & hand writ ing
T u e	EMA	WCR		English	E	Mastering Number Times tables	Maths	N	Independent reading / Tough Ten	Quest	PE	Assembly 3-3.15	
W e d	EMA	Wake and shake	WCR	Early Break PE Coach	A K	English 11-12		C H	Independent reading / Tough Ten	Quest	Mastering Number Maths		
T h u	EMA	WCR		English	T	Mastering Number Times tables	Maths	T	Open the book Tough Ten / Read	RE With Mrs Davis	Quest With Mrs Davis		
F r i	EMA	Celebration Assembly		WCR	I M E	Mastering Number Times tables	Maths	I M E	Carousel PSHE - Miss McCracken Music - Mrs Newbury Computing - Miss Shattock French - Mrs Bouchaib				

Important Dates for your Diary

- Monday 29th September—flu immunisations
- Friday 3rd October - Tempest Photography—individual photos
- Monday 6th October—Harvest Festival
- Visit to the Earth Science Centre:
 - Falcon—Tuesday 30th September
 - Goldfinch—Tuesday 7th October
 - Hawk—Monday 13th October

English



Poetry

English Lessons

- Identify and use adjectives, nouns and verbs
 - Identify and use prepositions
 - Sequence events in a timeline
 - Use the story as a basis to invent their own journey tale
 - Generate antonyms
 - Develop an understanding of new vocabulary
 - Use capital letters, full-stops, and exclamation marks consistently and correctly
 - To summarise and retell the text
- Read a range of poems, stories with patterned language, authors writing in rhyme
 - Learn some short poems off by heart - think about performing them
 - Evaluate the poems - What do you like about them? What would you change?
 - Write an extension of a poem—what would the next verse look like?

Spelling

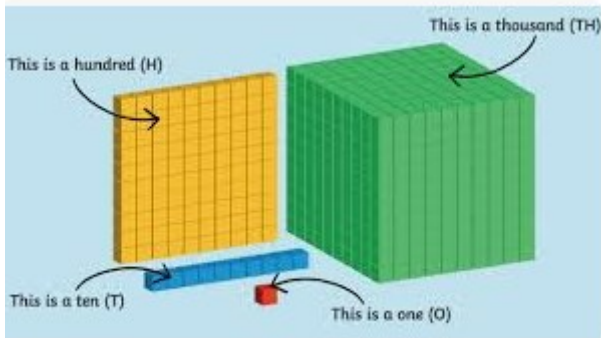
Will be continued to be taught each day in class. Please practise at home on Spelling Shed—passwords and logins will be at the front of their reading diaries.



Key Sentence Skills

- Use conjunctions to join ideas in a sentence (when, while, as, if)
e.g. **If** the alarm had gone off, then I might have been on time.
- To write list sentences
e.g. It was a **bright, hot, sunny** morning.
- To use adjectives
e.g. It was a **beautiful, green** garden with an **old, rusty** bench.
- To use adverbs
e.g. He tiptoed **quietly and carefully**.

Maths—Year Three



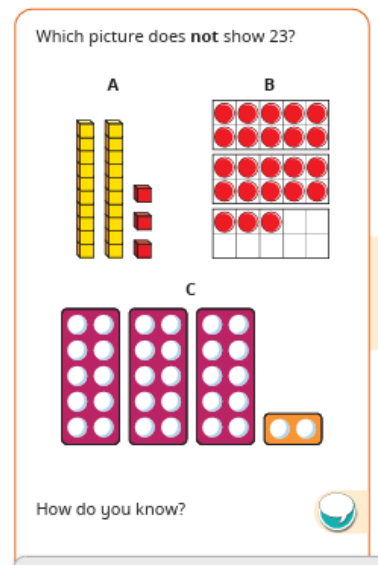
Maths will be taught in year groups. There will be two mixed ability groups of children being taught by Miss Shattock and Miss McCracken. These groups will be supported by teaching assistants across the phase. In addition to our daily maths lessons the children will be completing 'Tough Tens,' times table practice and having a ten minute 'Mastering Number' session. We follow the CPA approach (concrete, pictorial, abstract) which means they complete tasks practically first, then draw it out and finally they work through calculations in their books.

This term the children will complete two units:

Place Value

They will learn to:

- Recognise the value of three-digit numbers
- Compare and order numbers to 1000
- Identify, represent and estimate numbers shown in different ways
- Read and write numbers up to 1000
- Solve number problems and practical problems relating to place value



Addition and Subtraction

- Add and subtract tens
- Add and subtract 100s
- Spotting patterns
- Add and subtract tens across 100
- Add two numbers (no exchanging)
- Add two and three digit numbers
- Column addition and subtraction

- Work out the additions.

Hundreds	Tens	Ones
+		

	H	T	O
	1	5	6
+		6	3

Hundreds	Tens	Ones
+		

	H	T	O
	2	5	5
+		5	4

Maths - Year Four

Maths will be taught as a year groups. Year Fours will be taught by Mrs Bouchaib. The group will be supported by two teaching assistants from across the phase. In addition to our daily maths lessons the children will be completing 'Tough Tens,' times table practice. We follow the CPA approach (concrete, pictorial, abstract) which means they complete tasks practically first, then draw it out and finally they work through calculations in their books.

Is the statement true or false?

$XX + II = XXII$,
so $XXII + XXII = XXIIXXII$

Explain your answer.



This term the children will complete two units:

Place Value

They will learn to:

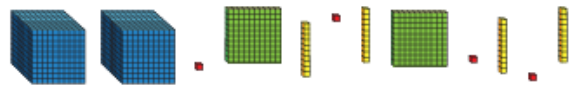
- Representing, ordering and comparing numbers up to 10,000
- Flexible partitioning
- Introduction to Roman numerals
- Rounding to the nearest 10, 100 or 1000

Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1000s
- Add two, four digit numbers with and without exchanging
- Subtract two, four digit numbers with and without exchanging
- Efficient methods of subtraction
- Estimating answers as a form of checking your work

Key learning

- Complete the sentences.



There are _____ thousands, _____ hundreds, _____ tens and _____ ones.

The number is _____

- Use base 10 to represent each number.



- Complete the sentences

- Draw arrows to show the approximate positions of the numbers on the number line.

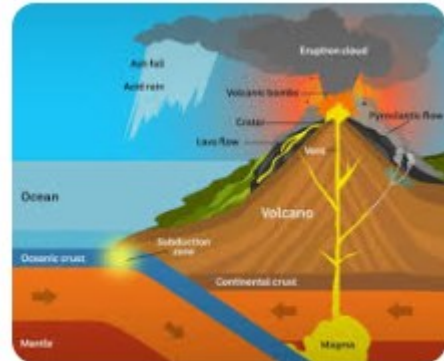


Compare methods with a partner.

Geography

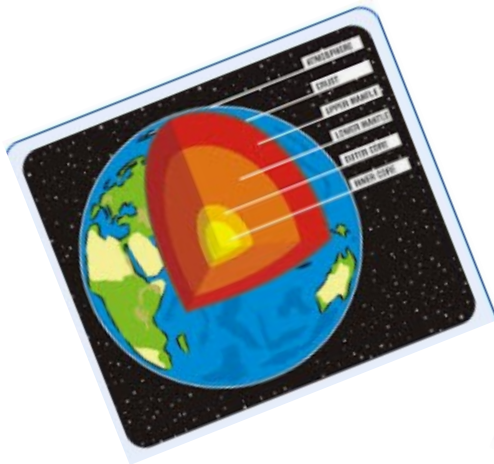
Key skills and knowledge:

- Locate the location of the world's volcanoes
- Name the world's most famous volcanoes
- Describe how earthquakes happen



Vocabulary

volcano	earthquake	lava	magma	crust
core	mantle	plate	ash	crater
dormant	active	eruption	fault	Ring of Fire
continent	ocean	composition	tsunami	location



Science

Key skills and knowledge –Grouping and Classifying

- To compare and group different kinds of rocks on the basis of their appearance and simple physical properties

Investigating

- The formation of soils from rocks
- To compare the water content of different soils

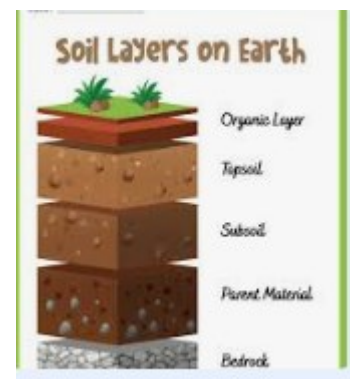
Observing over time and using secondary sources of information

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter



Sticky Knowledge:

There are different types of rock.
There are different types of soil.
Soils change over time.
Different plants grow in different soils.
Fossils tell us what has happened before.
Fossils provide evidence.
Palaeontologists use fossils to find out about the past.
Fossils provide evidence that living things have changed over time.



Vocabulary



igneous

metamor-
phic

sedimentary

layers

Water

classify

compare

content

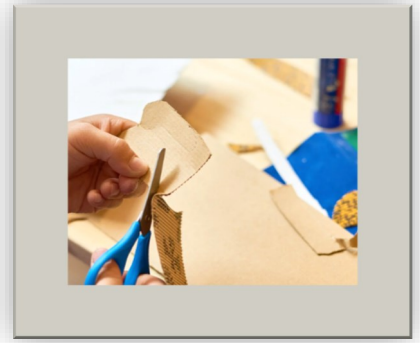
permeability

Art

Key skills and knowledge:

Skill: Sculpture

- To join 2D shapes to make 3D structures
- To join materials in different ways when working in 3D
- To apply knowledge of sculpture when working in 3D
- To evaluate and improve and artwork
- To investigate the work of the sculptor Anthony Caro



Vocabulary

abstract	found objects	negative space	positive space
structure	sculptor	sculpture	attach
	three	Two	
join	dimensional	dimensional	commission



The Millennium Bridge
Designed by Anthony Caro

Artist Project: Reggie Laurent

Key skills and knowledge:

Skill: Drawing

- To continue to use sketchbooks to explore and develop ideas and techniques
- To learn about a range of great artists and designers
- To use a variety of drawing tools



French

Year Three-

- Where is France?
- Greetings and goodbyes
- How are you?
- What is your name?
- Numbers 1-11
- How old are you?

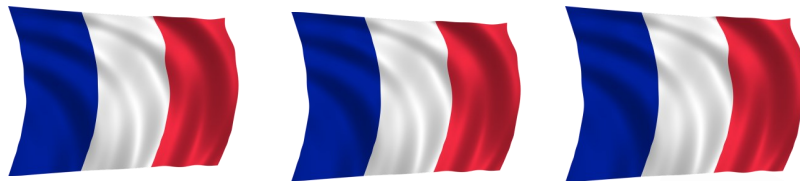
Vocabulary

Bonjour	Salut	Au revoir
Je m'appelle	Ca va?	Ca va mal
J'ai sept ans	Ca va bien	A bientôt

Year Four -

- Animals at home and in the wild
- Numbers up to 31
- Months of the year
- Days of the week
- Saying the date

une souris	un herisson	un chat
un poisson	un chien	un cochon d'in-
rouge		de
juillet	lundi	samedi



Music

Year Three

Key skills and knowledge:

- To know that long and short rhythms and high and low sounds can be represented by musical symbols
- Explore notes, minims and crotchets through voice and instruments
- Begin to play from notated music, first from notated rhythms and later notated pitches
- Compose our own pieces, and notate them so that others can play them
- To recognise and move in time to the beat



Year Four

Key skills and knowledge:

- To learn about basic music theory
- To use and recognise music notation including: staves, clefs, crotchets, minims, quavers and paired quavers
- To internalise and keep a steady beat in 4/4, 3/4 and 2/4 time.



RE



Key skills and knowledge:

Year 3 and 4 will begin a 2 Term Christianity Unit investigating :

‘What do Christians believe about God and Incarnation

We will:

- ◆ discuss how the Bible helps us to understand what God is like to followers of the Christian faith
- ◆ understand that Christians believe that God sent Jesus to guide us
- ◆ explore familiar Miracle Stories from the Bible and understand how Jesus’ powers were sent by God
- ◆ use drama to act out our own interpretation of a miracle story
- ◆ understand the importance of Baptism to Christians

To enhance the children’s learning, we are planning for each class to visit St. Mary’s Church in Bruton.

The children will have the opportunity to explore the church and

Reverend Jonathan will explain the meaning behind Christian baptism and show the children what happens during this celebration.

Vocabulary

Bible	baptism	belief	font
incarnation	miracle	Christianity	harvest



In support of our International Partnership Link, we will also compare and contrast how Christians thank God and celebrate Harvest in England and Zambia



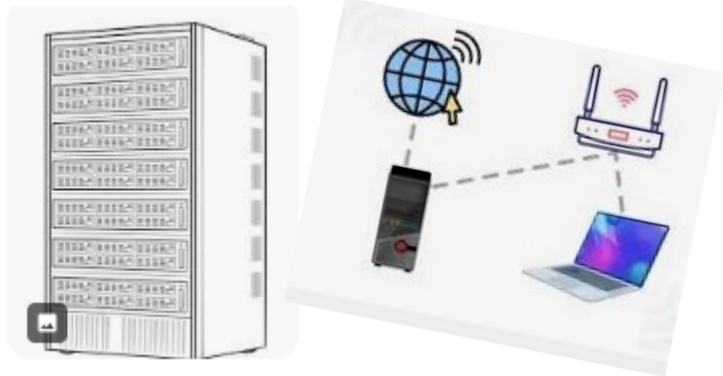
Computing

Year Three and Four

Key skills and knowledge:

Computers Systems and Networks -

- How does a digital device work?
- What parts make up a digital device?
- How am I connected?
- How are computers connected ?



Vocabulary

input	process	output
secure pass- word	server	network

PSHE

Year Three and Four

Exercise:

- To understand the benefits of exercise and physical activity
- To notice the social effects of engaging in physical activity
- To recognise when negative thoughts are preventing us from participating in physical activity
- To identify sporting heroes and how their personal qualities make them succeed



Vocabulary

noticer	advisor	discoveror	wellbeing
endorphins	values	motivation	awareness

PE

There will be two P.E. sessions each week. One taught by the Sports Coach and the other taught by a member of the Three/ Four team.

Gymnastics:

- To perform a combination of actions with a change in speed, level or direction
- To find ways to travel between different levels
- To explore movements with creativity
- To perform a controlled sequence of movements to include shapes, balances, rolls and jumps



Hockey:

- To move to support teammates when not in possession of the ball
- To employ simple tactics in game situations
- To learn to control a ball using a hockey stick
- To pass and receive the ball
- To demonstrate and awareness of safety when holding a hockey stick



Learning Behaviours

Our Learning Behaviour focus this term is to be RESPONSIBLE

Bruton Primary School



BE RESPONSIBLE
like Otis the Orangutan

Top Tips for Embedding New Vocabulary

Learning the meaning of key vocabulary is vital in children's understanding of a new topic and there are some really fun ways to do it:

Splat the word - write each word on a piece of paper and spread them out on a table. Ask someone to say a definition of one of the words and see who can "splat" it first!

Just a minute - can you talk for a minute about a topic using the key words? (If you get really confident, you could turn this into a presentation and record it!)

Act it out - can you act the word out?

Pictoword - can you use a drawing to represent the word?

Crossword - there are many crossword makers that you can use online for free!

Synonyms or antonyms - can you think of any words that mean the same? Or are the opposite?

Odd one out - choose 4 key words and think about which one could be the odd one out and why

