

# YEAR 3 & 4



## LEARNING PLAN

### AUTUMN FIRST HALF TERM

#### Science - Rocks

- Comparing and grouping different kinds of rocks based on their appearance and properties
- Learning about how fossils are formed
- Learning about soils and what they are

#### Reflection Time

- our school's Christian Values

#### RE

- Understanding Christianity -  
What do Christians learn from the Creation story?

#### PE

- netball skills
- agility, balance and co-ordination
- teamwork skills
- game rules

## THE JURASSIC COAST

#### Music

- listening skills
- recalling sounds
- body percussion

#### Art and Design

- using sketch books to record their observations
- developing drawing skills
- learning about great artists in history

#### Geography

- learning about the local area and the different landforms in it
- reading and making simple maps

#### Computing

- using technology safely, respectfully and responsibly
- recognising acceptable/unacceptable behaviour
- identify a range of ways to report concerns about content and contact

#### History

- learning about the history of the local area
- learning about Mary Anning
- learning how the local area changed over time (Jurassic time period)

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## MATHS PLAN

### AUTUMN, FIRST HALF-TERM



Maths is taught every day through a wide range of activities.

Teaching and learning will be at a level that is appropriate to your child's abilities and needs. This is regularly reviewed to find out how they are progressing. Here is a simple overview of what the children will be learning in the first half of the autumn term, along with ideas for how you can support your child's maths at home.

## MATHS YEAR 3

The children will be learning :

- Hundreds
- Representing numbers up to 1,000
- 100s, 10s and 1s
- Using the number-line up to 1,000
- Finding 1, 10, 100 more or less than a given number
- Comparing objects up to 1,000
- Comparing numbers up to 1,000
- Ordering numbers
- Counting in 50s

What you can do **at home** to support your child's learning :

- Encourage them to be positive about maths, look for numbers around them and try to read them
- Talk about numbers when you see them in everyday life (eg : read numbers in recipes)
- Use 1p, 10p and £1 coins and talk about what they mean
- Play games with scores of 10, 50 or 100 and get them to add up the points (eg : hoopla or target games)
- Ask them to sort food packets based on their mass (eg : 150g, 275g, 290g)

## MATHS YEAR 4

The children will be learning :

- 1,000s, 100s, 10s and 1s
- Rounding to the nearest 10
- Rounding to the nearest 100
- Rounding to the nearest 1,000
- Counting in 1,000s
- Partitioning ( $5,724 = 5000 + 700 + 20 + 4$ )
- Using the number-line to 10,000
- Finding 1,000 more or less than a given number
- Comparing numbers
- Ordering numbers
- Counting in 25s
- Negative numbers
- Roman Numerals to 100

What you can do **at home** to support your child's learning :

- ← Look at the Year 3 list
- Encourage them to look for Roman Numerals on building, clocks and memorials and try to read them
- Play or make up games which have scores of 25 or 1,000
- Look at thermometers and talk about negative temperatures
- Talk about years, comparing and ordering them (2017, 1997, 1600)
- Look at larger prices and get them to compare and order them (eg : cut out car adverts from the newspaper and

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## LITERACY PLAN

### AUTUMN, FIRST HALF-TERM



Literacy will be taught through a range of different activities such as reading, writing, speaking and listening, spelling, grammar, punctuation and handwriting. Regular practice and continued effort will improve each of these skills. Year 3 and 4 will be taught together but each child will be taught at a suitable level based on their abilities.

## WRITING

Writing has four areas of learning :

**Transcription** (this will be targeted in the weekly spellings)

- Prefixes and suffixes, homophones (eg : there, they're and their), possessive apostrophes with plurals (eg: boys', children's) and commonly misspelt words
- How to use a dictionary using the first two letters of a word
- Write sentences from memory that have been read aloud by someone else

### Composition

- Plan, draft, write and evaluate their own writing for a range of purposes
- Organise writing using paragraphs and headings
- Organise writing using settings, characters and plots
- Edit and improve their own writing based on feedback
- After writing, check it thoroughly to correct spelling and punctuation errors
- Read their writing aloud to a range of audiences

### Vocabulary, Grammar and Punctuation

- Have a good understanding of clauses and conjunctions
- Understand present perfect and past tense forms of verbs
- Use grammar to express time and cause in their writing
- Use a and an accurately
- Understand a wide range of root words and their families
- Use commas confidently

### Handwriting

- Neat, joined handwriting in which all of the letters are the same size and have the same spacing

## READING

Reading has two strands - word and comprehension.

### Word:

Children should:

- Have an ever-growing range of words that they read and use. They should be able to read independently (at a level based on their ability) and use their knowledge to try to work out new words. They should also recognise that sometimes words sound different to how they are spelt.

### Comprehension:

Children should:

- Be able to talk about a wider range of texts that they have read (fiction and non-fiction)
- Be able to choose books for different purposes
- Talk about different books and compare them
- Perform play-scripts and poems to audiences
- Check what they have read to ensure that it makes sense
- Ask questions about a text
- Predict what might happen next
- Summarise the main idea in a text

### At home:

- Please ensure that your child practices their weekly spellings.
- Ensure that homework is completed on time and presented neatly. Having the same high expectations of handwriting and effort will really benefit your child.
- Listen to your child read regularly (daily if possible.) Encourage them, listen to them carefully and remind them to take their book and reading record to school every day.

## SPEAKING & LISTENING

Speaking and listening skills are taught or practiced in all school lessons and during break-times. Children are encouraged to and shown how to speak clearly and confidently to a range of audience (a partner, group, the class or in assembly) and for a range of purposes.