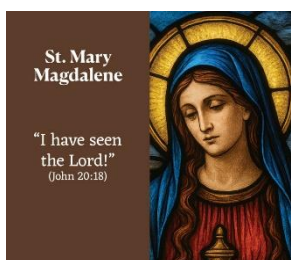


**Curriculum Information – Year 3/4 – Spring 1**

**Class Saint**



**St Mary Magdalene**

Saint Mary Magdalene showed great love, faith, and courage in her life. She was a close follower of Jesus and listened carefully to his teachings. Mary Magdalene stayed with Jesus at important and difficult times, including those times when many others were afraid. She was the first person to see Jesus after he rose from the dead and was trusted to share this good news with others.

**Feast Day:** 22<sup>nd</sup> July

We will celebrate this special Feast Day in school during Eastertide to remember Mary being the first to witness the Resurrection of Jesus Christ.



**CST Link: Participation**

St Mary Magdalene took an active role in Jesus’ mission and was trusted to share the message of the Resurrection, reminding us that everyone has an important part to play in the Church and community.

**RE**



**Christmas**

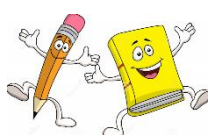
We will reflect on the announcements made by angels in the stories associated with the birth of John the Baptist and the birth of Jesus. We will understand how angels are heralds of important messages and will be able to consider ways in which Christians today are heralds of the message of Christ and how this can have a strong impact on the world today.

**The Old Testament**

In this area of learning, children will understand in more detail that God chose and called Moses and David for special tasks. We will recognise how God protected his people and that in the Psalms of David, we find images of God caring for and protecting His people. We will know that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God’s call in their lives today.

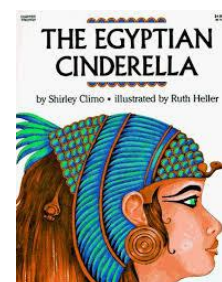




**English**



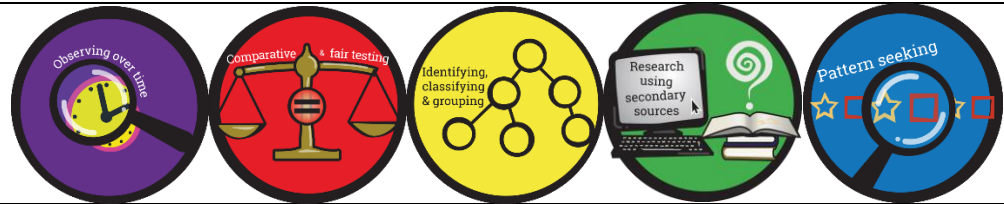
**Book focus: The Egyptian Cinderella by Shirley Climo**

We will use our class book as inspiration for our own writing. We will learn key language and grammar skills to help us to write recounts, diary entries, letters and extended narratives using our own creativity and imagination! We will also explore other Anthony Browne texts to compare and contrast his work.



	<p>In Guided Reading, we will use a range of different texts to help increase our fluency and comprehension.</p> <p>Ongoing throughout this and each term will be a strong focus on spelling, punctuation and handwriting. Please help your child to practise these skills at home. <b>Spellings will be tested on a Thursday</b> and new ones to practise will be sent home after the test ready for the following week. This is crucial to success in writing. Spelling scores will continue to be recorded in the spelling journals weekly.</p>
<p>Maths</p> 	<p><b><u>Year 3</u></b>  <b><u>Multiplication and Division</u></b>          In this unit children develop their understanding of the multiplicative properties of numbers. This unit follows their learning about multiplication and division and it is helpful for children to know and continually practise their times tables.  <b><u>Perimeter</u></b>          This unit builds on previous units on number, looking at place value within 1,000 and Addition and subtraction. Children will apply their knowledge of number in the context of length by measuring, comparing and ordering. They will also add, subtract, multiply and divide measurements of length as well as calculating perimeters of 2D shapes.</p> <p><b><u>Year 4</u></b>  <b><u>Multiplication and Division</u></b>          This unit expands learning from Year 3, where children developed confidence in knowing when to multiply and an understanding of the difference between equal grouping and sharing. This unit also builds on what children learnt in Year 3 about remainders and on previous work in Year 4, where children learnt their multiplication facts up to <math>12 \times 12</math>. Continued practice at home is essential to success.  <b><u>Perimeter</u></b>          This unit builds on the concept of 2D shapes, in particular children's understanding of the properties of squares and rectangles. It also applies children's prior knowledge of measurement in practical contexts.</p>
<p>Science</p> 	<p><b><u>Forces and Magnets</u></b>          Children will:</p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>• Compare how different objects move and group them</li> <li>• Ask questions and carry out tests on how far objects move on different surfaces</li> </ul>

- Gather and record data to answer questions
- Sort materials into magnetic and non-magnetic
- Look for patterns in how magnets behave (e.g. poles, strength)
- Identify factors that affect magnetic behaviour



### History



### Ancient Egypt

In this History unit of study, children will explore life in Ancient Egypt and know about, and name, some of the key themes of this ancient civilisation. Children will explore Egyptian artefacts relating to daily life, beliefs, religion, rule and justice.



### Art



### Exploring Still Life – How can we use drawing, painting and collage skills to create still life images?

In this unit, children will learn what the term ‘still life’ means and will respond to the work of a variety of artists by capturing elements of their work and using it to inspire their own. Pupils will use a variety of media to express their ideas and creativity.



### CST Link: Stewardship

God created these things. Drawing them carefully helps us appreciate and look after them.

### Computing









### Hardware

Children will learn the different parts of a desktop computer and will know what the function of each part is.

### Writing for different audiences

In this unit, children will practice using different formats to present information, suitable for its audience and purpose. Children will use simulated scenarios to write news reports and campaigns.



<p><b>PE</b></p> 	<p><b><u>Swimming Day: Monday</u></b>  This half term, Year 3/4 will be swimming on a Monday. Children will need a swimming costume (girls) or trunks (boys) and a towel. Longer hair must be under a swimming cap. If your child wears goggles, please write a note to give permission for this.</p> <p><b><u>PE Day: Friday</u></b>  There will be an additional PE session on some Fridays. Please have full PE Kit in school on this day.</p>	 <p>Everyone is special Human Dignity</p> <p><b><u>CST Link: Human Dignity</u></b>  Every person is made in God's image and should be respected through looking after our health and well-being</p>
<p><b>Music</b></p> 	<p>Music will be taught by Mrs Wallace each week. The children will have different musical opportunities to help them to understand rhythm and pulse.</p>	
<p><b>PSHE</b></p> 	<p><b><u>Dreams and Goals</u></b>  Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Understand what a <i>dream</i> or <i>goal</i> is and how these can be achieved over time</li> <li>• Recognise that achieving goals often requires effort, practice and overcoming obstacles</li> <li>• Develop strategies for dealing with disappointment and frustration</li> <li>• Understand how their actions can affect their own success and that of others</li> <li>• Begin to appreciate that people have different strengths and aspirations</li> </ul>	 <p><b><u>CST Link: Participation</u></b>  Pupils will learn that they have a role in shaping their own lives and understanding goals encourages active participation to use our God-given talents well.</p>
<p><b>Key events for the half term</b></p>	<ul style="list-style-type: none"> <li>• <b>Tuesday 3<sup>rd</sup> February</b> and <b>Wednesday 4<sup>th</sup> February</b> – Parent Consultations</li> <li>• <b>Sunday 8<sup>th</sup> February</b> – Family Mass (Mass of Commitment for children receiving the Sacraments of Reconciliation and First Holy Communion)</li> </ul> <p><i>Other key dates will continue to be shared throughout the term.</i></p>	
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>• Two pieces of homework will be handed out on a Thursday and should be completed and handed in on the Tuesday that follows.</li> <li>• Spellings are tested on a Thursday (New spellings will be given out on a Thursday following the test).</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• Morning Fluency sheets will continue to be handed out with a short daily Maths task to complete.</li><li>• Reading at home should take place five times a week. This will be monitored through daily diary checks. Children will receive a reading book and will also bring home their choice of book from our school library.</li></ul> |
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