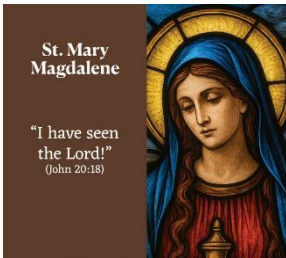


**Curriculum Information – Year 3/4 – Summer 1**

**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. This will take place on **Thursday 23<sup>rd</sup> April at 2.40pm.**



**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**



**Holy Week**

We will reflect on Jesus’ final days and will consider the reasons for the death of Jesus; reflecting and asking questions.

**Easter**

We will explore how the four Gospels contain accounts of the Resurrection of Christ. Children will explore the transforming effect that this had upon the disciples. They will know that the Ascension reminds Christians of the promise of Christ to remain always with them.



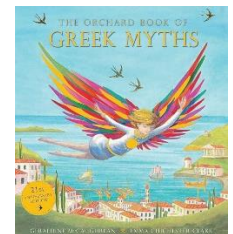
**English**



**Book focus:** The Orchard book of Greek Myths – with a focus on Theseus and the Minotaur, Pandora and King Midas.

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 our own version of a Greek myth and an explanation text, linking to the myths that we share in class.

In Guided Reading, we will use a range of different texts to help increase our fluency and comprehension.



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. **Spellings will be tested on a Thursday** 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.

Maths



### **Year 3**

#### **Capacity**

This unit builds on from children's previous work in measures involving length and mass. Children should already have experience in reading and interpreting a range of scales and converting between units of measure, which will help them in this unit. Children will learn to compare, calculate and solve problems in the context of capacity. Children will need to apply their knowledge of the number system and calculating, in order to solve capacity word problems.

#### **Fractions**

In this unit, children will learn to add and subtract two or more fractions with the same denominator, answering questions in more than one way and comparing the efficiency of each method. They will develop their understanding of solving fraction problems and will learn to solve problems involving fractions of an amount. They will use bar models and other representations to help them to find a unit fraction of an amount and then to find any fraction of an amount. Children will be able to use this knowledge to reason and problem solve – for example, finding the whole if they know a part.

#### **Money**

In this unit, children will apply their knowledge of addition and subtraction to solve number problems involving money, including across a whole pound.

### **Year 4**

#### **Decimals**


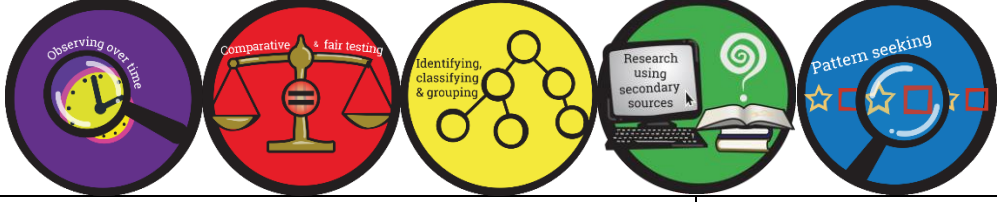




Children first find number bonds of tenths and hundredths to 1 and show how this links to their number bonds to 10 and 100. They start to represent decimals on place value grids and use these grids to help them partition and compare decimals. Children begin to round decimals to the nearest whole number by considering their position on a number line. Children will then progress to using diagrams to understand the decimal equivalents of simple fractions, such as a half and a quarter.







#### **Perimeter**


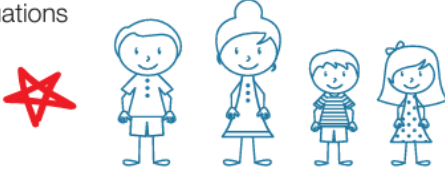

This unit builds on the concept of 2D shapes, in particular children's understanding of the properties of squares and rectangles. It also applies children's prior knowledge of measurement in practical contexts.

#### **Money**

This unit is the first time children are introduced to the £·p notation. Children will learn that the decimal point separates the pounds from the pence. They will estimate total costs and will start to add and subtract simple amounts of money, but without needing to add decimals formally. Children will know already that

	<p>100p is equal to £1 and will use this knowledge to help them with their addition. They will go on to multiply and divide amounts of money and solve word problems about money.</p>	
<p><b>Science</b></p> 	<p><b><u>States of Matter</u></b>          Children will:</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>•</li> </ul> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>• Grouping and classifying a variety of different materials; exploring the temperature on different substances</li> <li>• Researching the temperature at which materials change state</li> <li>• Observe and record findings over time (including with evaporation)</li> </ul>	
		
<p><b>History</b></p> 	<p><b><u>Ancient Greece</u></b>          In this unit of study, we will explore what life in Ancient Greece was like. We will know some of the main characteristics of the Athenians and the Spartans and learn of the influence of the Greek Gods in Ancient Greece. We will enjoy learning more about the origins of the Olympic games and will explore Greek mythology, with the support of our English unit and visit to Wollaton park later in the term.</p>	
<p><b>Art</b></p> 	<p><b><u>Sculpture, Structure, Inventiveness and Determination: Working in 3Dimensions</u></b>          In this unit, Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will think about how to:</p> <ul style="list-style-type: none"> <li>• use their sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	 <p><b><u>CST Link: Human Dignity</u></b>          Creativity and self-expression in art affirm each person's unique value and identity. Artistic work has dignity and</p>

	<ul style="list-style-type: none"> <li>• know about great artists, architects and designers in history.</li> </ul>	<p>value and these skills can contribute to society and culture.</p>
<p><b>Computing</b></p> 	<p><b><u>Animation</u></b></p> <p><b><u>Key Learning:</u></b></p> <ul style="list-style-type: none"> <li>• To discuss what makes a good animated film or cartoon</li> <li>• To learn how animations are created by hand</li> <li>• To find out how animation can be created in a similar way using the computer</li> <li>• To learn about onion skinning in animation</li> <li>• To add backgrounds and sounds to animations</li> <li>• To be introduced to 'stop motion' animation</li> </ul> <p><b><u>Logo</u></b></p> <p><b><u>Key Learning:</u></b></p> <ul style="list-style-type: none"> <li>• To learn the structure of the coding language of Logo</li> <li>• To input simple instructions in Logo</li> <li>• Using 2Logo to create letter shapes</li> <li>• To use the Repeat function in Logo to create shapes</li> <li>• To use and build procedures in Logo</li> </ul>	
<p><b>PE</b></p> 	<p><b><u>PE Day: Wednesday</u></b></p> <p>PE this half term will be led by dance experts from the Angela Beardmore school of Dance. This is an exciting opportunity for our pupils to develop their dance and performance skills, whilst understanding the importance of rhythm, coordination and team-work.</p> <p>Please have full PE Kit in school on this day. Please refer to our school website for more information on PE kit.</p>	 <p>Everyone is special Human Dignity</p> <p><b><u>CST Link: Human Dignity</u></b>  <b>Every person is made in God's image and should be respected through looking after our health and well-being</b></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 style="text-align: center;"><b>RHSE</b></p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Module Two: Created to love others</u></p> <p><b>Unit 2: Personal Relationships</b></p> <ul style="list-style-type: none"> <li>• Different family structures</li> <li>• Activities and strategies for developing healthy relationships with family and friends</li> <li>• Techniques for managing thoughts, feelings and actions</li> </ul> <p><b>Unit 3: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Online safety</li> <li>• Teaching on bullying and abuse</li> <li>• The effects of drugs, alcohol and tobacco</li> <li>• The crucial role of First Aid in emergency situations</li> </ul> <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>CST Link: Solidarity</u>  <b>We are called to love others, show kindness and build strong, caring relationships.</b></p>
<p><b>Key events for the half term</b></p>	<ul style="list-style-type: none"> <li>• <b>Thursday 23<sup>rd</sup> April</b> – Year 3/4 Class Saint Celebration of the word</li> <li>• <b>Thursday 30<sup>th</sup> April</b> – Forest School (afternoon session)</li> <li>• <b>Sunday 17<sup>th</sup> May</b> – Family Mass at Sacred Heart</li> <li>• <b>Wednesday 20<sup>th</sup> May</b> – Trip to Wollaton Park</li> </ul> <p style="text-align: center;"><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> <li>• Morning Fluency sheets will continue to be handed out with a short daily Maths task to complete (Monday-Thursday).</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>	