Sheriffhales Primary School

Year 3 & Year 4 Learning Overview
Autumn Term 2



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Maths

Year 3:
Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2)
Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2)
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)

Year 4:
Find the area of rectilinear shapes by counting squares
Find the area of rectilinear shapes by counting squares
Recall multiplication and division facts for multiplication tables up to 12 × 12
Recognise and use factor pairs and commutativity in mental calculations
Count in multiples of 6, 7, 9, 25 and 1,000
Recognise and use factor pairs and commutativity in mental calculations
Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

English

All reading, writing, spelling, grammar, puctuation and handwriting objectives will be taught through the following sequences this half term:

The Leaf by Sandra Dieckmann
Outcomes:
Outsider narrative

Information report



Science

A physics focus looking at Light

Recognise that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change

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Geography

Y3/4 (A): Why do people live near volcanoes?

We will name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano.



RE

What do Hindus believe God is like?

This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

ICT

Creating media – Stop-frame animation

We will use a range of techniques to create a stop-frame animation using tablets. Next, we will apply those skills to create a story-based animation.



PSHE



Families and Relationships

We will recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons. That friendships have ups and downs and that problems can be resolved. That families love and support each other but sometimes problems can occur and help is available if needed

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Music

Developing singing technique

We will move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune.

French

Cycle A: French adjjectives of colour, size and shape

We will listen carefully to instructions to build correct sequences of three to four colour blocks. Show their understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates, finding shapes that they are asked for. Use please and thank you. Describe some of the shapes in their work using language of colour, size or shape. Correctly select a decoration described to them by its colour. Use software to produce artwork in the style of Matisse.

DT

Mechanical systems: Pneumatic toys

We will explore pneumatic systems, applying understanding to design and create a pneumatic toy using different types of diagrams.

PE

Outdoor adventurous activities Football & Dance

We will develop problem solving skills through a range of challenges. We will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. We will learn what makes a good team and explore key skills such as inclusion and trust.

Outdoor Learning

Shelter building- create a tarpaulin shelter with various materials.
Homes for amphibians