# Sheriffhales Primary School

Year 3 & Year 4 Learning Overview
Summer 2



# Year 3 & Year 4 Learning Overview

## Maths

**Year 3:**
Add and subtract amounts of money to give change, using both £ and p in practical contexts
Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
Recognise angles as a property of shape or a description of a turn
Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

**Year 4:**
Estimate, compare and calculate different measures, including money in pounds and pence
Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
Read, write and convert time between analogue and digital 12- and 24-hour clocks
Recognise angles as a property of shape or a description of a turn (Y3)
Identify acute and obtuse angles and compare and order angles up to two right angles by size
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

## English

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

Manfish: A Story of Jacques Cousteau

- Invention narrative
- Biography




## Science

A biology focus looking at Animals including humans.

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things

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## Geography

### Where does our food come from?

We will identify that different foods grow in different biomes and say why.
Explain which food has the most significant negative impact on the environment.
Consider a change people can make to reduce the negative impact of food production.
Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question.
Discuss any trends in data collected.



## RE

### How and why do people mark the significant events in life?

We will learn the principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living

## ICT

### Programming: Events and actions in programs

We will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.



## PSHE

### Economic wellbeing

We will understand that a range of things might influence our spending decisions. Understand how to create a simple budget. Understand how situations involving money can affect our feelings. Understand that a wide range of jobs are available and that skills and interests lead people to certain jobs.

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## Music

### Adapting and transposing motifs

We will learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.

## French

### Shopping for French food (cycle A)

We will recognise and explain how to build 2-digit numbers in words up to 60, using a number builder resource for support if needed. Listen carefully and make good attempts at accurate pronunciation of new vocabulary. Recognise how a sentence changes according to noun gender. Make predictions about language from a familiar story and join in with an oral performance. Use strategies to support recall of vocabulary. Make at least one change to a noun in a given sentence and present the sentence orallyProduce a shor written story with some modelling and with som elements changed.

## Art & DT

### Cooking and nutrition: Eating seasonally

Understand that seasonal fruits and vegetables grow in each season and that eating them in season positively affects the environment.
Identify which foods grow in which season and find recipes that contain seasonal foods.
Know that importing food impacts the environment. Identify the equipment used to prepare food and explain why food needs to be prepared safely.
Describe the taste of various fruits and vegetables and identify flavours.
Design a seasonal dish and describe the ingredients' nutritional benefits.
Evaluate the dishes and give and receive feedback to identify strengths.

## PE

### Outdoor adventurous activities

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. We will begin to learn to orientate a map, identify key symbols and draw and follow routes.

## Outdoor Learning

**Geographical skills and navigation-** understanding a basic map, navigating an orienteering course.
**Schools campaigning- save energy / Charting the energy we use in school-curriculum links**