Sheriffhales Primary School

Year 3 & Year 4 Learning Overview
Summer Term 2



Year 3 & Year 4 Learning Overview

Maths

Year 3:
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
Measure the perimeter of simple 2-D shapes
Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Year 4
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)
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

English

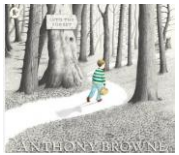
All reading, writing, spelling, grammar, puctuation and handwriting objectives will be taught through the following sequences this half term:

Egyptology by Dugald Steer
Secret Diary

Writing stimulus- Into the Forest:

Lost Narrative





Science

A physics focus looking at Forces of Magnets

Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not others
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
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing

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Geography

What are rivers and how are they used?

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.



RE

How and why do people try to make the world a better place?

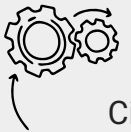
In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.

ICT

Programming B – Repetition in games

This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition.

PSHE



Citizenship

We will begin to understand the Human Rights Convention. To understand how reusing items benefits the environment.
To understand the role of groups in the wider community. To understand the contribution groups, make to a community.

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Music

Reflect, Rewind

and Replay

This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.

French

Gourmet tour of France

- Listen and respond to single words, short phrases and full sentences.
- Follow a short text or rhyme, listening and reading at the same time.
- Recognise some familiar French words in written form.
- Begin to understand and notice cognates and near cognates.
- Begin to explore various language detective strategies.
- Use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Use visual and contextual clues to make predictions about the meaning of unfamiliar vocabula

Art & DT

Electrical systems - Torches

- Identify electrical products and explain why they are useful.
- Help to make a working switch.
- Identify the features of a torch and how it works.
- Describe what makes a torch successful.
- Create suitable designs that fit the success criteria and their own design criteria.
- Create a functioning torch with a switch according to their design criteria.

PE

Cricket

In this unit pupils explore their understadnign of the principles of strking and fielding. They expand their knowledge of the different roles of bowler, wicket keeper, fielder and batter.

Outdoor Learning

Geographical skills and navigation