Year 3 & 4 Curriculum Overview

Spring Term 1 2022

English

- THE POWER OF READING unit
  The Green Ship by Quentin Blake

Overall Aims

- Explore a high-quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- Explore themes/issues, develop/sustain ideas through discussion, so children make connections with own lives
- Develop creative responses to the text through drama, poetry, storytelling and artwork
- Write in role to explore/develop empathy for characters

Key Skills

- practise and refresh skills in reading comprehension, spelling, handwriting and writing composition; looking at the features of fiction, non-fiction as well as poetry.
- expanding knowledge of SPAG
- develop vocabulary
- refine the planning/proof-reading process when writing

Science

Sound (Part 1)

Key Skills

- Identify how sounds are made
- Describe and explain sound sources
- Find patterns between volume and strength of vibrations
- Recognise that vibrations from sounds travel through a medium to the ear
- Explain how different sounds travel
- Explore ways to change the pitch of a sound

French

Les instruments

Key skills

- Name up to ten instruments in French
- Match French words to pictures
- Recall words and their correct gender
- Say in French that they play an instrument

Mathematics

- See attached year group information

Art

- Artist – Hannah Thorpe (local artist)
- Genre – Photography/Painting

Key Skills

- Investigate the work of a local artist.
- Use long-range and close-up photography.
- Use acrylic paints and water colours to demonstrate painting techniques e.g. stippling, dry brush, splatter
- Use colour to create moods and effects.
- Use different tools to create different textures.

Each child will produce:

- A landscape and/or still-life painting.

Music

Stop!

(A song/rap about bullying)

Key Skills

- Listen and appraise different styles of music (rap/hip hop/classical/pop/tango/bossa nova)
- Build on knowledge and understanding about the interrelated dimensions of music
- Musical activities: sing, play instrumental parts, improvise, add movement and compose
- Perform and share

RE

- **Diocesan Syllabus - Unit 2.7 Thematic Unit**
- Key Question – What does it mean to be a Hindu in Britain today?

Computing

- Unit 4.3 Spreadsheets
- Unit 4.4 Writing for different audiences
- Unit 4.5 Logo

PSHE

- **Y3** – Health and Wellbeing: What keeps us safe?
- **Y4 – Health and wellbeing:** Keeping safe; out and about; recognising and managing risk

Geography

Where in the world? What is it like to live in Blyth?

Concepts

Location and place; systems and processes

Key questions

- Where is Blyth and which other places are near it? Is it a village, town, suburb or part of a city?
- What types of buildings are there and what are they used for? Are there any local 'landmarks'?
- Are there any green spaces and what are they used for? What type of transport links can we find?
- Who lives here and what do they do? How do people use this landscape in different ways?
- What was Blyth like in the past?
- How and why is it changing?

Other

- **Outdoor Learning –** ongoing opportunities
- **PE –** Invasion Games - (Mr. Thompson – coach) and Swimming

Thankyou for your support

Year 3 Maths Spring Term 2022 *(week numbers are approximate and may change)*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Wk 12
Number: Multiplication and Division		**Measurement: Length, Perimeter and Area**		**Number: Fractions**				**Number: Mass and Capacity**			CONSOLIDATION

Multiply 2-digits by 1 digit
- Use understanding of repeated addition with concrete manipulatives.
- Use formal method of column multiplication alongside
- Apply understanding of partitioning to represent and solve calculations.
- Explore multiplication both ***with*** and ***without exchange.***

Divide 2-digits by 1 digit
- Divide by partitioning into tens and ones and sharing into equal groups – dividing the tens first and then the ones
- Divide numbers that do not involve exchange
- Divide numbers that involve exchange (no remainders)
- Solve division problems with a remainder
- Make links between division and repeated subtraction

Scaling
- Explore questions that us "times as many"
- Use bar models to visualise

How many ways?
- Listing systematically possible combinations resulting from two groups of objects

Measure Length
- Build on understanding of cm and m and explore mm
- Use different measuring equipment including rulers, tape measures, metre sticks and trundle wheels

Equivalent Lengths (m & cm)
- Recognise that 100cm is equivalent to 1m and use this to convert other multiples of 100cm into metres and vice versa
- Partition measurements and convert into m and cm

Equivalent Lengths (mm & cm)
- Recognise that 10mm is equivalent to 1cm and use this to convert other multiples of 10mm into cm and vice versa
- Partition measurements and convert into cm and mm

Compare Lengths
- Compare and order lengths based on measurements in mm, cm and m
- Convert measurements to same unit of length before comparing

Add/Subtract Lengths
- Look for most efficient way to calculate and develop mental strategies

Measure/Calculate Perimeter
- Explore what perimeter is and measure perimeter of simple 2D shapes

Unit and non-unit fractions
- Explain similarities and differences
- Fractions with denominators other than 2, 3 and 4

Making the whole
- Numerator and denominator the same
- Use part-whole models to partition into fractional parts

Fractions on a number line
- Use a number line to represent fractions beyond one whole
- Count forwards and backwards in fractions

Equivalent fractions
- Use number rods, bar models, paper strips and number lines to help visualise
- Use proportional reasoning to link pictorial images with abstract methods to find equivalent fractions
- Look at links between equivalent fractions to find missing numerators and denominators
- Look for patterns e.g. fractions equivalent to half have a numerator that is half the denominator

Compare/order fractions
- Compare/order unit fractions or fractions with the same denominator

Fraction of an amount
- Find a unit fraction of an amount by dividing an amount into equal groups
- Use place value counters to find fractions of larger quantities including where there is an exchange of tens for ones
- What do the numerator/denominator tell us?
- Apply knowledge and understanding of fractions to solve problems

Add/subtract fractions
- Use practical equipment and pictorial representations to add/subtract two or more fractions with the same denominator within one whole

Tenths
- Recognize that tenths arise from dividing one whole into 10 equal parts
- Represent tenths in different ways

Count in tenths
- Count up and down in tenths using different representations

Tenths as decimals
- Compare fractions and decimals written as words, in fraction form and as decimals

Measure mass
- Read a range of scales to measure mass (in either kg or g)
- Measure the mass of objects and record them as a mixed measurement
- Calculate intervals on scales

Compare mass
- Compare mixed measurements using the inequality symbols < >

Add and subtract mass
- Use a range of mental and written methods, choosing the most efficient one for each question
- Use concrete resources/bar models to represent kg and g

Measure capacity
- Use l, ml and standard scales to explore capacity in either l or ml
- Understand capacity is the amount of liquid a container can hold and volume is how much liquid is in the container
- Use place value skills to read and interpret scales

Compare capacities
- Compare numerical measures, including mixed measurements using the inequality symbols < >

Add and subtract capacity
- Apply different methods to add and subtract volumes and capacities

Year 4 Maths Spring Term 2022 *(week numbers are approximate and may change)*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Wk 12
Number: Multiplication and Division		**Measurement: Length, Perimeter and Area**		**Number: Fractions**				**Measurement: Decimals**			CONSOLIDATION

Written methods
- Use a variety of informal written methods to multiply a 2-digit and a 1-digit number

Multiply 2-digits by 1-digit
- Build on understanding to move to short multiplication method
- Apply knowledge of exchanging
- Use place value counters to support understanding

Multiply 3-digits by 1-digit
- Build on previous steps

Divide 2-digits by 1 digit
- Build on from Year 3 using examples where the tens and the ones are divisible by the divisor.
- Move on to calculations where there is an exchange between tens and ones
- Explore divisions involving remainders

Divide 3-digits by 1 digit
- Divide numbers with and without remainders

Correspondence problems
- Solve more complex problems building on understanding of when *n* objects related to *m* objects
- Find all solutions and notice how to use multiplication facts to solve problems

Kilometres
- Multiply and divide by 1000 for convert between km and m
- Add and subtract two lengths
- Find fractions of km

Perimeter on a grid
- Calculate the perimeter of rectilinear shapes by counting squares on a grid

Perimeter of a rectangle
- Calculate the perimeter of rectangles that are not on a squared grid
- Explore different approaches of finding the perimeter
- Calculate missing lengths

Perimeter of rectilinear shapes
- Calculate perimeter without using squared paper
- Use addition and subtraction to calculate the missing sides

What is area?
- Understand that area is the amount of space that is taken up by a 2D shape or surface
- Investigate different shapes that can be made with the same area

Counting squares

Use the strategy of counting the squares in a shape to measure and compare the areas of rectilinear shapes

Making shapes
- Make rectilinear shapes using a given number of squares

Comparing area
- Compare area of rectilinear shapes where the same size square has been used using < and > to put shapes in order

What is a fraction?
- Explore fractions in different representations e.g. shapes, quantities, fractions and on a number line
- Recap meaning of numerator, denominator, non-unit and unit fractions

Fractions greater than 1
- Use manipulatives / diagrams to show that a fraction can be split into wholes and parts

Count in fractions
- Explore fractions greater than one on a number line and start to make connections between improper fractions and mixed numbers

Equivalent fractions
- Use number rods, bar models, paper strips, number lines and diagrams to investigate and record equivalent fractions
- Understand equivalence through diagrams
- Use proportional reasoning to find equivalent fractions
- Multiply the numerators and denominators by the same number to ensure the fractions are equivalent

Fraction of a quantity
- Find unit / non-unit fractions of a quantity
- Use concrete and pictorial representations to support understanding

Calculate quantities
- Solve more complex problems for fractions of a quantity

Add 2 or more fractions
- Use practical equipment and pictorial representations to add two or more fractions

Subtract 2 fractions
- Use practical equipment and pictorial representations to subtract fractions with the same denominator

Subtract from whole amounts
- Understand how many equal parts =1 whole

Tenths & hundredths
- Recognize tenths and hundredths using a hundred square
- Use part-whole model to partition a fraction in tenths/hundredths

Tenths as decimals
- Recognise the relationship between 1/10 and 0.1
- Write tenths as decimals/fractions

Tenths on a place value grid
- Understand where the tenths column is and use concrete representations to make tenths

Tenths on a number line
- Read and represent tenths
- Explore relative scale

Divide 1-digit by 10
- Understand when dividing by 10 the number is being split into 10 equal parts and is 10x smaller
- Importance of 0 as a place holder

Divide 2-digits by 10
- Use place value chart to see how the digits move when dividing by 10

Hundredths
- Hundredths arise from dividing one whole into 100 equal parts
- See that one tenth is ten hundredths

Hundredths as decimals
- Relationship between 1/100 and 0.01
- Write hundredths as decimals/ fractions

Hundredths on a place value grid
- Understand where the hundredths column is and use concrete representations to make hundredths

Divide 1 or 2 digits by 100
- Use place value chart to see how the digits move when dividing by 100