

## Literacy

**Key Texts:** The Wind in the Willows, What is a River?

**Purpose for writing:** *Information text, Poetry, Explanation text*

**Writing:** To start the term, children will be learning/recapping about the purpose, organisation, style and audience of Information texts. They will learn and practise the associated vocabulary and grammar skills. They will be aiming to produce well-punctuated, flowing paragraphs grouped around an idea which will engage their reader. The children will also study and write river poetry.

**Grammar:** Children will continue to focus on phonics in spellings as well as practicing common exception words which cannot be sounded out. They will focus on accurate basic punctuation, ensuring the use capital letters and full stops and developing their use of commas. We will also be addressing common errors from the assessment tests completed at the end of November.

**Word Reading / Comprehension:** Using the key text, "The Wind in the Willows", the children will focus on inferring what is suggested in a text, making reasonable predictions and explaining vocabulary.

## PSHE

**Focus: Dreams and Goals**

**Children will think about their dreams and ambitions and how they feel when they achieve a goal. They will discover ways to overcome challenges and tackle obstacles.**

## Music

**Focus: The children will learn about musical history, theory and performance through playing instruments. The units are called "Glockenspieler 1 and 2" but we will also be playing other tuned instruments.**

## RE

The unit of work this term is "What are the deeper meanings of festivals?" The children will be studying "fasting" in Lent and Ramadan, leading up to the celebrations of Easter and Eid al-Fitr. The children will be considering the question: does fasting make you a better person?

## Sycamores

### Year 3/4 Term 3

## Rivers



## Geography

**Focus: Rivers and the Water Cycle**

The children will be learning about the physical features of a river and the associated vocabulary. They will undertake a river study and will draw maps and take measurements. The children will learn the parts of the water cycle and explain the function of rivers in relation to it. They will consider both the positive and negative aspects of flooding. *Please see [Geography knowledge organizer for essential knowledge and vocabulary to be learned.](#)*

## Computing

- Coding

## PE

- Gymnastics
- Outdoor and Adventurous activities

## Maths

**Key Facts:** Year 3 and 4 will continue to focus on multiplication tables for the first part of the term and then move onto measuring Length, Perimeter and Area. Lastly, we will be starting our coverage of fractions.

**Length, Perimeter and Area:** The children will be introduced to millimetres and will consider the most appropriate units to use to measure as well as practising measuring and recording accurately. They will compare and convert units (eg mm into cm, cm to m and m to km). They will add and subtract lengths and calculate the perimeter of shapes employing the written methods they learned in term 1. They learn about area and that it is measured in squares.

**Fractions:** The tables they learned in term 2 will be crucial.

## Science

**Focus : States of Matter— children will study solids, liquids and gases and they will investigate changes between these states of matter. They will use equipment, such as thermometers, to investigate heating and cooling. This topic will link to the water cycle, looking specifically at how water changes, including evaporation.**

**Working Scientifically:** *Children will develop their scientific enquiry skills, posing scientific questions, making observations, predictions and conclusions. This will be extended into developing their knowledge of fair testing. [Please see Science knowledge organizer for essential knowledge and vocabulary to be learnt.](#)*

## French

**Les animaux - children will be introduced to ten animals in French and will recap key questions and seasons from last term.**

## ART— Light and dark—still life painting.

Children will look at tints and shades to create the illusion of 3D objects.