



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Summer 1 2024

Theme: Europe

Hook In: Science Fiction Stories

Celebration: Magna Trip - Summer 2

### English Objectives

#### Writing

All focus writing tasks will link to our creative writing topics, starting with science fiction stories. The children will write a narrative, with opportunities to develop their planning, editing and redrafting skills through this unit of work.

#### Grammar

- Full stops, capital letters & ? !
- Commas for subordination
- Adverbs
- Fronted Adverbials
- Simple and Compound Sentences
- Expanded noun phrases

#### Reading

As well as reading a class book, we are using many other books and extracts from a variety of genres during Whole Class reading in order that the children are exposed to lots of new authors and text types to improve their reading skills. The children will be taught to:

- Understand the meaning of new vocabulary in texts
- Predict what might happen from details stated and implied
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

#### Spelling:

- Suffixes revision
- 'ly'
- Year 3/4 Spelling List
- Rare GPCs
- Personal Word Lists
- Vowel digraphs
- Homophones
- 'sc'
- 'sion'

### Mathematics Objectives

#### Year 3

Year 3s should continue to practise their times tables, with a focus on 3s, 4s and 8s.

#### Mental Maths

- There will be revision of the written calculation methods for addition, subtraction, multiplication and division.

#### Year 4

Year 4s should continue to practise their times tables, ensuring they are progressing towards a knowledge of all multiplication facts up to 12 x 12. Please note, the national Year 4 multiplication check will take place in June.

#### Mental Maths

- There will be revision of the written calculation methods for addition, subtraction, multiplication and division.

<p><u>Year 3</u></p> <p><u>Mass and Capacity</u></p> <ul style="list-style-type: none"> <li>• Measure mass and compare mass</li> <li>• Add and subtract mass</li> <li>• Measure and compare capacity</li> <li>• Add and subtract capacity</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Add and subtract fractions</li> <li>• Partition the whole</li> <li>• Fractions of a set of objects</li> <li>• Reasoning with fractions of an amount</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• Converting pounds and pence</li> <li>• Add and subtract money</li> <li>• Find change</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>• Roman numerals to 12</li> <li>• Telling the time to the minute</li> <li>• Read time on a digital clock</li> <li>• Use a.m. and p.m.</li> </ul>	<p><u>Year 4</u></p> <p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>• Tenths and Hundredths</li> <li>• Make a whole with tenths and hundredths</li> <li>• Partition decimals</li> <li>• Compare and order decimals</li> <li>• Round to the nearest whole number</li> <li>• Halves and quarters as decimals</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• Write money using decimals</li> <li>• Converting pounds and pence</li> <li>• Compare amounts of money</li> <li>• Estimate and calculate with money</li> <li>• Solve problems with money</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>• Years, months, weeks and days</li> <li>• Hours, minutes and seconds</li> <li>• Convert between analogue and digital time</li> <li>• Convert to the 24 hour clock</li> </ul>
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**Science Objectives**

Animals Including Humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

<b>Computing Objectives</b>	<b>RE Objectives</b>	<b>History/Geography Objectives</b>
<p><u>Word Processing</u></p> <p>Retrieves saves work independently.</p> <p>Edits the layout in software to impact on how information is structured.</p> <p>Collaborates with peers using online tools (Google Drive).</p> <p>Understands how to stores files effectively (copying, deleting, use of folders).</p> <p>Can edit the design of inserted items within software (add lines to tables, merge or edit inserted pictures).</p>	<p><u>Why do some people think life is a journey?</u></p> <ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> </ul>	<p><u>Europe and Mapping Skills</u></p> <p>I know the countries that make up the EU.</p> <p>I know, can name and locate the capital cities of neighbouring European countries.</p> <p>I know the name of a number of countries in the northern hemisphere.</p> <p>I can use atlases, maps and globes.</p> <p>I can use maps of more than one scale.</p> <p>I can use models, maps, fieldwork and photographs to talk about contours showing height and slope.</p> <p>I can use 4 fig grid references.</p> <p>I can give maps a title and show their purpose.</p> <p>I can use thematic maps.</p> <p>I can make a map of a short route with features in correct places.</p> <p>I can give standard maps a key with OS symbols.</p> <p>I can use maps and aerial views to talk about</p>

	<b>PE Objectives</b>	
<b>DT Objectives</b>	<u>Cricket and Rounders</u>	
<u>Sewing - Juggling Balls</u> Develop and use knowledge of how to construct strong and stiff structures. Explain alterations to product after checking it. Think about how to make product strong and look better e.g. joins, and finishing embellishments.	Play in a game using rounders scoring system. Choose where to direct a hit from a bowled ball. Run between posts making appropriate decisions. Track and intercept the ball along the ground, sometimes collecting with one hand. Use underarm bowling action with some consistency. Play backstop role in small game situations. Hit the ball into specific zones to score points. Identify and describe some successful play. Work as a team to return balls in the field.  <u>Year 4 will be going swimming in the Summer term</u>	
<b>Music Objectives</b>	<b>French Objectives</b>	
<u>How does music shape our way of life? Composition focus</u> Improvise on a limited range of pitches on the instrument they are now learning. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.	Y3 - Our School <ul style="list-style-type: none"> <li>• Ask and answer questions using the topic vocabulary;</li> <li>• From memory, begin to know if nouns from the topic are masculine or feminine;</li> <li>• Express opinions with accurate use of 'J'aime/Je n'aime pas...'</li> </ul> Y4 - What's the time? <ul style="list-style-type: none"> <li>• Say and write a sentence to tell the time</li> <li>• Count in fives to at least 30;</li> <li>• Understand and use the terms avant and après</li> <li>• Devise and answer questions about a TV schedule</li> <li>• Say and write a sentence to tell the time</li> </ul>	
<b>PSHE Objectives</b>	<b>Enrichment Activities</b>	
<u>Relationships</u> Y3 <ul style="list-style-type: none"> <li>• I can explain how my life is influenced positively by people I know and also by people from other countries.</li> <li>• I can explain why my choices might affect my family, friendships and people around the world who I don't know.</li> </ul> Y4 <ul style="list-style-type: none"> <li>• I can recognise how people are feeling when they miss a special person or animal.</li> <li>• I can give ways that might help me manage my feelings when missing a special person or animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3/4 Trip to Magna</li> </ul>	