



What is my child learning this half term?

Literacy

Our Literacy work this half term is linked with our Geography topic of 'Countries of the World'. We will be reading pages from The Travel Book to help us write reports and persuasive texts about some of the different countries featured.



PAG objectives

Commas for clauses and to aid clarification – **Fiji, an island in the South Pacific ocean, has incredible waters to explore and enjoy.**

Revision of speech marks – **"Do you really want to visit the island of Fiji?" exclaimed my mum.**

Spelling Rules:

Words with the 'sh' sound spelt 'ch'. These words are French in origin. **E.g. chef and brochure.**

Y3/4 spelling list words – **complete, continue, experiment, famous, February, naughty, material, knowledge, remember.**

Adding the suffix '-ion'. When the root words ends in 'd', 'de' or 'se' then the siffix '-ion' needs to be '-sion'. **E.g. expand – expansion**

Adding the suffix '-ous', This can be tricky as sometimes there is no obvious root word - **e.g. enormous**

The suffix '-ous'. The final 'e' of the root word must be kept if the sound of 'g' is to be kept – **e.g. disadvantage - disadvantageous**

Maths

Miss Forth:

We will be spending time on the topics of multiplication and division. We will see how multiplication, in most instances , increases the starting number, and dividing, in most cases decreases the starting number.

E.g. $- 8 \times 5 = 40$ $40 \div 10 = 4$

We will also be looking at what happens to digits in numbers when they are multiplied and divided by 10 and 100. We will be looking for patterns and verbalizing what we can see.

Key Vocabulary

multiple – the number that is made when we multiply 2 numbers together

multiply /product/lots of/times by – all mean multiplication

divide/share/groups of - all mean division

Mr Wood

We will also be spending time on the topics of multiplication and division. We will be introducing multiplication as repeated addition before moving on to the introduction of division initially as 'How many ... in ...?'

E.g. $3 \times 3 = 9$ (is the same as) $3 + 3 + 3 = 9$

How many 3's in 9? = 3

Key Vocabulary

multiplying fact, inverse, connection, product, 'dividing ... into ... '

'How many groups of ... in ... ?', 'How many ... in ... ?'

Please practise all of the times tables at home with your child – see a teacher if you would like a copy of them.

I.C.T - Repetition in shapes

We will be looking at repetition and loops to create shapes and patterns. To take a look at Logo, the programming language we will use, visit this website - <https://turtleacademy.com/playground> or download an app called Logotacular.



R.E.

In RE this half term, we will be exploring the question, 'When Jesus left, what was the impact of Pentecost?' We will be learning about what Pentecost is, why it is so important to Christians and the role and importance of the Holy Spirit in the lives of Christians today.



Geography

Our Geography topic this half term is 'Countries of the World'. We will be locating the continents of the world and the countries which make up them up. We will be identifying the capital cities of different countries. We will also be looking at the different geographical features of the continents such as rivers and mountain ranges.

Key Vocabulary:

continent – a large solid area of land, made up of different countries
country – a land controlled by a single government
mountain range – a collection of mountains



PSHE

The children will be learning about how life changes as the children become older. They will be able to question gender stereotypes when they consider careers or activities. They will learn how important personal hygiene is as they grow older and that it does not matter which particular product is used. They will also be given strategies to deal with worries that they might start to have as they grow older.

Key Vocabulary:

hygiene – keeping clean to stay healthy and avoid disease
sensitivity – highly aware or feeling things strongly
achievements – something achieved through hard work

PE (Physical Education)



Year 4 has the topic of Gymnastics for this half term. We will be inside in the hall practising our moves!! **Please wear appropriate P.E kit – plain blue or black shorts/joggers/leggings, hoodies and white or blue t shirts – no wording or brands.**



This half term the children will be learning the colours and fruits in Spanish. They will use the new vocabulary and past knowledge to form simple sentences (i.e., Hay tres manzanas rojas en el plato - there are three red apples on the plate).



Science

Our topic is The Digestive System. We will be investigating how our bodies process the food which enters our bodies. We will be learning the names of the digestive organs and will be locating their position in the body. We will also be learning about teeth: what their scientific names are and what role they have as part of the digestive system. Finally, we will be looking at food chains.

herbivore – eats plants only, **carnivore** – eats meat only, **omnivore** – eats both meat and plants





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Literacy

Our writing will be inspired by the Geography topic, 'Countries of the World'. We will be focusing on developing writing stamina and reading through our work to spot mistakes and correct. We will continue with the Read Write Inc program for reading and Mrs Davies' writing group will spend extra time on basics skills such as handwriting, simple sentence structure and grammar.

PAG objectives

Revise the punctuation (speech marks/inverted comma) for direct speech.

eg *"Good morning!" said Mrs Davies. "How are you today?"*

Revise understanding of tense to discuss consistent use of the same tense.

eg We chopped the apples and sliced the plums.

Spelling Rules:

1. The long vowel /a/ sound spelled 'ai'

e.g. sn*ai*l

2. The long /a/ vowel sound spelled 'ei.'

e.g. ne*igh*bour

3. The long /a/ vowel sound spelled 'ey.'

e.g. the*y*

4. Adding the suffix -ly.

Adding the -ly suffix to an adjective turns it into an adverb.

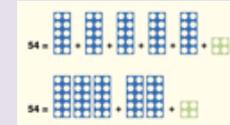
eg quick becomes quick*ly*

Maths

Mrs Davies' and Mr Gilpin's group will continue to revise adding and subtracting facts to 20, through the five-minute starter activities at the beginning of each lesson. They will work towards secure knowledge of the 3 and 4 x tables and Mrs Davies' group will move on to 8 x tables.

Mrs Davies.

1. Introduce dividing as a number sentence e.g. 'How many 3s are there in 9.'
2. Partition (separate) 2- or 3-digit numbers with and without money. e.g.



3. Think about the order and structure of numbers to 1000, for example discover number ranges and half-way points.

Mr Gilpin

Revise hundreds, tens and ones, recognizing the place value of each digit in 3 digit numbers. e.g. $153 = 100 + 50 + 3$

1. Think about the order and structure of numbers to 1000, for example what number goes next 780, 790, 800 _____
2. Secure knowledge of addition and subtraction facts to 100 e.g. $80 + 50 = 130$ and $130 - 50 = 80$
3. Reading and creating scales with different intervals. e.g reading the scales on a measuring jug.

Vocabulary: *find the difference, how many are left, sum of, total, sequence, equivalent, fewer, divide, division, digit.*

I.C.T - Sequencing sounds

We will be using the programming language Scratch to explore the concept of sequencing in computer programming. You can explore Scratch for free on this website - <https://scratch.mit.edu>



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PSHE

Children will learn about the life cycle of a human: from being a baby to growing elderly. They will look at other families and compare how their family lives are different and the same as others. The children will look at different jobs and hobbies and be invited to consider that boys and girls should be able to do and enjoy the same things without the fear of being bullied.

Key Vocabulary:

stereotype – ideas of how people will act based upon the group to which they belong

PE (Physical Education)



Year 3 has the topic of Dance for this half term. We will be inside in the hall practising our moves!! **Please wear appropriate P.E kit – plain blue or black shorts/joggers/leggings, hoodies and white or blue t shirts – no wording or brands.**



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