

**CURRICULUM NEWSLETTER****CLASS 3****Spring Term 2024****TEACHER:** Mrs Merritt / Miss Long**TOPIC: Nature Explorers and Shakespeare****TEACHING ASSISTANT:** Mrs Carter/Miss Bradley**Understanding English, communication and languages:****Lost Words:****Poetry – Kennings/Acrostic poems using similes and metaphors.**

The children will explore powerful verbs – using dictionaries/thesauruses to uplevel their choices/understanding. They will explore fronted adverbials, adverbs and prepositions, conjunctions to join clauses, similes and metaphors and expanded noun phrases. These skills will provide the children with the tools to create and perform their own poetry.

**Shakespeare:****Scripts – write and perform a short script.**

The children will use The Tempest as an introduction to the work of William Shakespeare. They will experience this through text, animation and film.

**Whole class text: By Ash, Oak and Thorn by Melissa Harrison**

Three tiny, ancient beings - Moss, Burnet and Cumulus, once revered as Guardians of the Wild World - wake from winter hibernation in their beloved ash tree home. When it is destroyed, they set off on an adventure to find more of their kind, a journey which takes them first into the deep countryside and then the heart of a city. Helped along the way by birds and animals, the trio search for a way to survive and thrive in a precious yet disappearing world.

**TOPIC:**Nature Explorers – The World on a Stick?

We will begin with an image of Archimedes lifting the World with a stick. How could this even be possible? We will look at the principals behind the lever, and learn about how the position of the fulcrum affects the efficiency. We will find out about the three classes of lever and think of examples of every day items that demonstrate each of these in action. We will then learn about the linkages that can be used with levers to create mechanisms. We will explore and experiment with lever/linkage mechanisms that produce different outcomes. We will be able to demonstrate and describe mechanical advantage. Eventually we will look at ways in which we can apply this in work of our own design, taking inspiration from the book 'The Lost Words' that we are using in English; creating moving illustrations to accompany the poems that we read and write.

Shakespeare's shadows

The second part of this term will build on our knowledge and skill in using levers and linkages to create mechanisms in paper and card – this time in the context of shadow puppetry, which we will link with Shakespeare. We will take a brief look at the history of shadow puppetry across the world, and take some tips from Richard Bradshaw, shadow puppeteer. We will use mechanisms to create puppets with moving parts; working together to eventually display our work in an entertaining puppet show.

**MATHEMATICAL UNDERSTANDING:****Multiplication and Division:**

Equal groups, arrays, Times Tables, Understanding the inverse relationship of multiplication and division. Informal and formal calculations for Multiplication and Division, Factor Pairs.

**Statistics:**

Creating and interpreting graphs/charts using self-generated data (bar charts) RSPB Big Bird Watch survey

**Fractions:**

Year 3 – Understand numerators and denominators, compare and order unit fractions, compare and order non-unit fractions, understand the whole, fractions on a number line, equivalent fractions.

Year 4 – understand mixed numbers, understand improper fractions, conversions between mixed numbers and improper fractions, add and subtract fractions (including mixed numbers).

## SCIENCE:

As Scientists children will learn about how plants grow. They will identify and describe the functions of the roots of flowering plants, investigate the way in which water is transported within plants, identify and describe the functions of leaves in flowering plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal, explore some of the ways in which flowering plants disperse their seeds and they will understand the structure of seeds and their importance as a food source.

## COMPUTING:

Programming -

We will explore the links between events and actions. The children begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. The sessions will conclude with the children designing and coding their own maze-tracing program.

## RELIGIOUS EDUCATION:

Participation in Collective Worship and church services. The 'Big Questions' set out by the Oxfordshire Diocese. These are designed to engage the children to investigate features of our key religions, Christianity, Hinduism and Judaism.

Term 1: *Why do people argue that some places are spiritual?*

Term 2: *Does Easter Make Sense Without Passover?*

## UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH & WELLBEING:

Dance

Rugby

### Weekly PSHE lessons – Health & Wellbeing:

Using the SCARF resources

Term 1: Keeping Myself Safe

Term 2: Rights and Responsibilities

## VISITS AND TRIPS:

We will be visiting Hill End during the Summer Term which will allow the children to apply all their knowledge from the Nature Explorers topic whilst providing them with the opportunity to embark on some practical fieldwork allowing them to develop their knowledge and skills as Geographers and Scientists.

Shakespeare workshop in school during Term 4.

STEM week – the children will take part in activities across the school in celebration of science, technology, engineering and maths.

**AND ESSENTIAL . . .** Please ensure that the children have: Water bottle, PE kit, Art apron and Wellington boots in school at all times. Please check clothing is still clearly labeled. If PE bags go home, please ensure they are returned the following Monday. Book-bags brought to school daily.

**We are always happy to give help and advice, so please do not hesitate to contact us. If you feel you have an expertise in any of the topics we are covering, we would love to hear from – we always welcome parental support!**

## THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:

**Reading:** It is important to hear your child read or share a book with your child regularly. Even if your child is a confident, fluent reader, sharing the reading process with your child is a vital part of their childhood. If your child is a focus reader in school, they will bring home a reading diary – please comment and sign when your child has read at home to an adult. Could you please ensure that reading books are brought into school every day.

**Homework:** This term, there will be a heavy focus around Times Tables. Children will be set weekly Times Table activities – please look out for these in the children's bookbags. They will be handed out on a Thursday and will need to be back in school the following Monday.

**Spellings:** Children will have bespoke spellings that they have identified from their own writing. Spelling patterns will be taught during the week and these will be consolidated during spelling/handwriting sessions within the school day. The Yr3/4 Spelling Statutory Spelling list can be worked on at home.

**Times tables:** By Year 4 all children should be proficient in their tables (and related division facts). A National Times Table Check will be carried with all Year 4 children in the summer term to assess this.

Each child has a login for Times Tables Rockstars where they can work on quick recall of these facts. Sessions will be set weekly and certificates will be awarded each week.

Another useful website is: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily oral rehearsal is also recommended.

## Texts we will be using:

