

Whaley Thorns Primary School

Year 3/4 Summer Planning 2023-2024



Our Reading Curriculum



Theme:
Understanding & respecting others

Concept:
Sustainability

Topic:
Renewable Energy

English

Reading:

Infer characters' thought, feelings and motives from their actions.
Explain how characters' actions can tell the reader about their thought, feelings, and motives.
Find effective words and language in reading that writers have used to create effect.
Predict what might happen from details stated and implied.
Identify main ideas drawn from more than one paragraph and summarise these.
Know that a message in a book is called a theme and explain it.
To read most Y3/Y4 exception words.
To retrieve key information from key texts.

Writing:

To confidently use diagonal and horizontal joining strokes in independent writing to increase fluency.
To use a comma after a fronted adverbial.
To introduce pronouns, prepositions synonyms and antonyms.
To use fronted adverbials to describe how, when where or why something happens. (To describe the action that follows).
To understand the difference between simple, compound, and complex sentences.
Plot the events on a planning format.
Make careful choices about the vocabulary to be used.
To develop ideas and vocabulary about characters: what they say, what they do.
Plan an opening and a closing to the text type. Group events/ information into sections.
Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.
Use complex sentences appropriately in writing. Use the past perfect tense when appropriate in writing.
Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs, and prepositions to show time in writing- to indicate sequences of events or the passing of time.
To proofread work, checking for errors in spelling, punctuation, vocabulary, and grammar.
To produce a final draft of a piece of writing. To plan non-fiction using simple organisational devices in work drawing on reading and modelled examples. To spell correctly most Y3/4 statutory words within my writing. To use paragraphs accurately to separate key parts of my writing. To use direct speech within my writing.
To use personification features in my writing.
To use similes and metaphors.

Mathematics Year 3

Fractions

To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

To add and subtract fractions with the same denominator within one whole.

Money

To add and subtract amounts of money to give change, using both £ and p in practical contexts.

Time

To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, and hours; use vocabulary.

Angles & properties of shapes

To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them.

To recognise angles as a property of shape or a description of a turn.

To identify right angles, recognise that two right angles make a half-turn.

To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

To interpret and present data using bar charts, pictograms, and tables.

To solve one-step and two-step using information presented in scaled bar charts and pictograms and tables.

Mathematics Year 4

Decimals

To recognise and write decimal equivalents of any number of tenths or hundredths.

To recognise and write decimal equivalents to 1/4; 1/2; 3/4.

To round decimals with one decimal place to the nearest whole number.

To compare numbers with the same number of decimal places up to two decimal places.

Money

To estimate, compare and calculate different measures, including money in pounds and pence.

Time

To convert between different units of measure.

Geometry- angles & 2D shapes

To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

To identify acute and obtuse angles and compare and order angles up to two right angles by size.

To identify lines of symmetry in 2-D shapes presented in different orientations.

To complete a simple symmetric figure with respect to a specific line of symmetry.

Statistics

To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables, and other graphs.

Geometry- position & direction

To describe positions on a 2-D grid as coordinates in the first quadrant.

To describe movements between positions as translations of a given unit to the left/right and up/down.

To plot specified points and draw sides to complete a given polygon.

Humanities

History:

To explore what was happening in Britain when the Ancient Egyptians were most powerful.

To explore how archaeologists helped us to know what happened in Ancient Egypt.

To explore other great civilisations currently.

To explore how and why Ancient Egyptians were influenced by their gods.

To explore why powerfully Egyptians made a culture of slavery.

Geography:

To explore the importance of energy for homes and schools.

To explore alternative or renewable energy.

To explore fossil fuels.

To explore the people who work in the energy industry.

Science

Living things & their habitats:

To explore and research different habitats.

To explore how animals can be classified and create a classification key.

To explore adaptations and classifications within species.

To explore & classify pond plants.

Living things & their habitats- conversion:

To describe eco systems.

To understand the human impact of deforestation.

To explore air pollution & water pollution.

To explore methods that can be used to conserve water.

To understand that humans can have a positive impact on nature.

Expressive Arts & Design

DT:

Cooking & nutrition

To explain that fruits and vegetables grow in different countries based on their climates.

To understand that seasonal fruits and vegetables grow in each season.

To understand that eating seasonal fruit and vegetables positively affects the environment.
To design a tart recipe using seasonal ingredients.

Art:

Fabric of nature

To describe objects, images, and sounds with relevant subject vocabulary.

To create drawings that replicate a selected image.

To select imagery and colours to create a mood board with a defined theme and colour palette.

To complete four drawings, created with confident use of materials and tools to add colour.

To understand the work of William Morris, using subject vocabulary to describe his work and style.

Music

To listen and appraise a range of songs.

To use glockenspiels/ recorders to perform and share a range of songs.

To reflect and evaluate my performance.

RE

Religious views on right/ wrong:

To give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.
To make connections between stories of temptation and why people can find it difficult to be good.

To give examples of ways in which some inspirational people have been guided by their religion.

To discuss their own and others' ideas about how people decide right and wrong.

To explore two promises made by believers at these ceremonies and say why they are important.

To suggest why some people, see life as a journey and identify some of the key milestones on this journey.

To describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean.

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Computing

Repetition in games:

To use loops to create shapes.

To use different loops in scratch.

To modify a game.

To design a game.

To create a game.

E- Safety: To consider the difference between beliefs, opinions & facts online.

Rules of social media platforms:

To explore beliefs, opinions & facts on the internet.

To explore when being online makes me upset.

To explore sharing information.

To understand the rules of social media platforms.

E-Safety- Understand the effects the internet can have on our wellbeing.

PSHE & RSE

Being safe:

Understanding how to make informed choices.

Exploring how to recognise, predict and assess risks in different situations.

Understanding that increased independence brings increased responsibility.

Understanding how rules can keep them safe.

Identifying where and how to get help.

Developing strategies for keeping physically and emotionally safe in different situations.

Understanding the importance of protecting information particularly online.

Changes

Understanding good and not so good feelings including their range and intensity.

Developing an understanding that change can cause conflicting emotions.

Acknowledging, exploring, and identifying how to manage change positively.

Exploring changes.

Knowing where to go for help and how to ask for help.

PE

Athletics

OAA

Tennis

Rounders

French

To be able to use a French dictionary.

To be able to identify French words in a short story.

To be able to understand a French fairy tale.