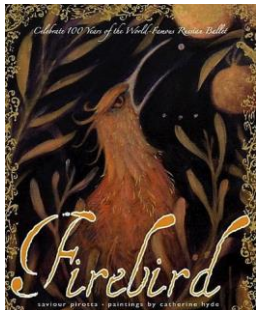
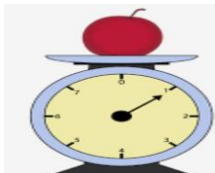

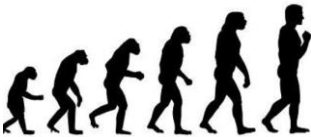

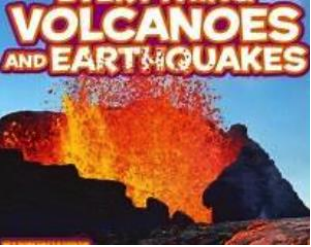






Beech Class Summer Curriculum Overview

We will cover a range of topics in the following subjects during our third term in Year 3/4.
The following information applies up until the summer holidays.

Subject	Focus	
English 	<p>During the final summer term, the children will continue to build on their prior learning and continue to develop essential writing skills. We will do this by exploring a range of genres and authors.</p> <p>Books we will be reading :</p> <p>Firebird – fictional narrative The first Drawing – Mordicai Gerstein Odd and the Forst Giants – retelling Jabberwocky – performance poetry The Iron Man – mystery narrative</p> <p>Rainbow Spellings</p> <p>The children continue to make progress on their spellings, which is fantastic! Please encourage regular practice as we will continue to practice them regularly at school. Please follow the link below. https://www.sampford-peverellprimary.devon.sch.uk/website/english_and_phonics/484782</p>	<p>Share stories regularly with your child and discuss what is happening. Ensure that they are only asked to read familiar sounds and words.</p> <p>Investigate some different non-fiction texts and see if you can find these features; photographs, headings, captions. Retell a traditional tale from another character's point of view.</p>
Maths Mass, capacity, decimals, time, money, shape and position. 	<p>The children will start the year by looking at decimals, mass and capacity, before moving into time and money. After half term, the children will begin to build on their previous knowledge of shape position and direction and statics.</p> <p>Times Tables Focus</p> <p>Year 3 Times Table Focus : 3, 4, 8, and 6. Year 4 Time Table Focus: 7,8,9,11, and 12.</p>	<p>As well as completing their homework by working on the multiplication tables on TT Rockstars, get the children to use maths in the real world as much as possible (in context). Look at measuring things, dealing with money or multiplying and dividing to figure out pack sizes etc</p>
Science Living things and habitats, humans and animals, plants and evolution and inheritance.  	<p>Living things and habitats In science we are extending our knowledge about the human body by investigating how living things can be grouped and studying changing environments.</p> <p>Humans and animals The children will explore how the digestive system works together with studying food chains.</p> <p>Plants Children will explore the requirements of plants for life and growth and identify the different functions of flowering plants.</p> <p>Evolution & inheritance Children will be taught to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>We are looking at some very interesting topics in this science term, so hopefully the children will come home with lots of questions and ideas.</p> <p>If you have an outside space, go on a bug hunt and make a list of different habitats. Talk about how they differ and why some living things prefer different conditions to live in. At the weekends, talk about plants you can observe. Talk about how many different plants you can see and what makes them different.</p>
PSHE Chores at home and appropriate touch	<p>Chores at home Children will identify how they can help out at home, help society and family.</p>	<p>Think of some chores that you are responsible enough to do at home, whether this is for pocket money or simply to help where you can.</p>

	<p>What job would you like to have in the future? What skills will you need? To complete this activity, you may need to carry out some research.</p> <p>Appropriate touch Building on the children's understanding of growing and changing, we will look at what makes a relationship healthy - using a range of scenarios to base our learning on. We will discuss each scenario and explore difference of opinions.</p>	<p>Discuss with your children what they understand personal boundaries to be and what they mean.</p>
<p>Geography</p> 	<p>Earthquakes and Volcanoes Children will be taught about the earth's structure together with looking at tectonic plates, which links into developing an understanding of how most of the world's volcanoes are formed. Further to this, we will look at how earthquakes and volcanoes differ in their magnitude.</p>	<p>Practice using Atlases to locate famous volcanoes would be fantastic. Making some generalisations about the location of most of the earth's volcanoes would be advantageous too.</p>
<p>History</p> <p>The Roman Empire</p> 	<p>The Roman Empire During this unit of work, the children will be taught key dates in the history of the Roman Empire together with emperors that came to Britain. They will also look at and begin to understand how evidence from the past helps us understand Roman life.</p>	<p>Encourage creative role play, including creating historically accurate characters, settings or even artefacts. Secondly, creating a timeline at home, which places the Roman Empire, would be a brilliant visual aid to support their learning. They could also place other key periods that they have learnt about on there too.</p>
<p>R.E</p> 	<p>KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? As a class, we will explore what happened in the early days after Jesus' resurrection. Children will be taught about the struggle of the disciples (who still saw themselves as part of the Jewish community) and the first followers, as they began to share the message with people outside of the Jewish community.</p> <p>How and why do people mark significant events of life? The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>	<p>Share your beliefs and thoughts on how the world was created. Discuss as a family what significant life events you mark and why.</p>
<p>Art & Design</p>	<p>Textiles This half term, the children will be learning all about textiles. We will be using different textiles skills to create animals in their habitat. They will be focussing on contemporary felt artist Andrea Hooper and inspiration from Henry Rousseau.</p> <p>3D-art After half term, the children are creating Roman shields, looking at 3D art, whilst using recycled, natural and man-made materials.</p>	<p>Children could practise sewing at home, looking at texture and colours of garden habitats and wondering how they could create that texture with textiles.</p> <p>Next half term, they could think about how they can create shapes with recycled</p>

		<p>objects such as boxes, plastic bottles etc.</p>
<p>Music</p> 	<p>Three Little Birds</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music.</p>	<p>Listen to music at home and talk about the language of music. How is it written? How is it recorded? How do we write music?</p>
<p>P.E</p>  	<p>Cricket</p> <p>Pupils will be taught how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Athletics</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>	<p>Ensure children have opportunities to practise these key skills. You could set up a skills circuit in the park/garden, which enable children to practice running, jumping and throwing techniques.</p>
<p>Spanish</p> 	<p>Presenting Myself</p> <p>The unit will, as the title suggests, provide the language the children will need to talk about themselves. They will start to integrate previously learnt language with newly acquired language.</p> <p>Family</p> <p>In this unit the children will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</p>	<p>Please encourage children to practice their learning at home. Each week we will focus on one key element of our learning, so ask them what they have learnt and enjoy practicing together.</p> <p>As mentioned in other subjects, please provide opportunities for the children to recall previous learning. So far, we have learnt numbers 1-10; formal and informal greetings and how to say how we are feeling.</p>
<p>Computing</p> <p>Creating media & Programming</p> 	<p>Creating media - Desktop publishing</p> <p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.</p> <p>Events & actions</p> <p>Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.</p>	<p>Discuss IT in your home and how it is used in everyday life. What digital messages can you point out to them? How did they get the message cross? Why is the font size important?</p>
<p>D.T</p> <p>Cooking & nutrition – dips</p>	<p>Children will be taught and begin to apply the principles of a healthy and varied diet. They will also, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Try some cooking at home. Maybe look at other countries and the dips that they have.</p>



How are they different to the dips that we eat in the UK?