

## INVENTORS AND INVENTIONS – YEAR 3 & 4

### **GEOGRAPHY**

To use field work to explore the local environment

### **DT (Design and Technology) Woodwork & Electronics**

To follow a design criteria  
To use appropriate materials  
To work accurately to make holes and cuts  
To join materials  
To use a simple circuit in a product  
To learn about how to program a computer to control product.

### **PSHE**

To state possible physical and emotional reactions to different risks  
To develop decision making strategies for risky situations  
To understand that pressure to act in a risky way might come from people they know  
To be able to suggest known and unknown people they would ask for help in risky situations  
To identify further benefits and risks with road traffic have strategies to stay safer and get help  
To identify further benefits and risks of being near water and have strategies to stay safer and get help

### **MUSIC**

To create and compose music individually  
To create and compose music with others  
To use technology appropriately  
To understand the features of a musical instrument

### **HISTORY**

To describe changes that have happened give reasons for those changes  
To explain how events from the past have helped shape our lives today  
To describe connections and contrasts between events and people in history  
To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts diaries and posters  
To suggest why certain events happened as they did in history and why certain people acted as they did in history.

## **YEAR 3 & 4 SUMMER TERM 1 TOPIC 2022 INVENTORS AND INVENTIONS**

### **ART**

To develop the use of symmetry  
To explore the work of a range of artists, craft makers, designers and architects in history as well as the present, describing the differences and similarities between different practices and disciplines and, making links to their own work  
To complete detailed observation and design of textual art  
To apply simple use of pattern and texture in a drawing.  
To record samples of patterns  
To design & create a pattern for textile/wall paper design

### **RE (Religious Education)**

#### **Religions from around the world**

To explain where Islam was founded and who founded the Muslim faith  
To explain the main beliefs in Judaism  
To explain which places are special to Hindus  
To explain what happens at the major Buddhist festival  
To explain what happens at the major Buddhist festival  
To understand how the Bible is organised and can navigate my way around it

### **PE (Physical Education)**

To conduct team sports (rounders) and to take part in athletics (running, skipping, jumping)  
To begin swimming sessions

### **SCIENCE**

#### **Living Things**

To recognise that living things can be grouped in a variety of ways  
To recognise that living things can be grouped in a variety of ways according to their feature (plants)  
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  
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Discover the features of different groups of vertebrates, researching fish and amphibians in more detail  
To recognise that living things can be grouped in a variety of ways  
To recognise that living things can be grouped in a variety of ways  
To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

### **COMPUTING**

To use PowerPoint and word processing skills to present information  
To use Google online software for documents, presentations, forms and presentations and spreadsheets  
To work collaboratively with others

### **FRENCH**

To learn nouns associated with food from the *Hungry Caterpillar* story and construct sentences (written and spoken)  
To record descriptive sentences when using a word bank  
To recognise the main word classes e.g nouns, adjectives and verbs  
To learn and remember new words encountered in reading

## INVENTORS AND INVENTIONS – YEAR 3 & 4

### **MATHEMATICS (1<sup>st</sup> half term)**

#### **Number – addition & subtraction:**

Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s;

Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition

Solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction

#### **Number - fractions:**

Compare and order fractions with the same denominator; begin to recognise equivalences of  $\frac{1}{2}$ ; add and subtract fractions with the same denominator

Recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers

#### **Number – multiplication & division:**

Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method

Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products

### **ENGLISH (1<sup>st</sup> & 2<sup>nd</sup> half term)**

#### **Reading:**

Reading books that are structured in different ways and reading for a range of purposes

Using dictionaries to check the meaning of words that they have read  
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Identifying themes and conventions in a wide range of books

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing

words and phrases that capture the reader's interest and imagination

Recognising some different forms of poetry [for example, free verse, narrative poetry]

#### **Reading Comprehension:**

Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

Asking questions to improve their understanding of a text

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Identifying main ideas drawn from more than 1 paragraph and summarising these

Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## INVENTORS AND INVENTIONS – YEAR 3 & 4

### **MATHEMATICS (2<sup>nd</sup> half term)**

#### **Interpreting Data:**

Draw and interpret bar charts and pictograms where one square/symbol represents two units and where one square/ symbol represents one hundred units

#### **Measurement (kilograms and grams):**

Compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g;

#### **Shape - angles and symmetry in 2D shapes:**

Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines in 2D shapes

Measure the perimeter of 2D shapes by counting and measuring with a ruler

#### **Measurement – time (analogue & digital clock)**

Tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times

#### **Number – multiplication & division:**

Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products

Divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems

Multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known 'tables' facts

#### **Number addition & subtraction:**

Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition

### **ENGLISH (1<sup>st</sup> & 2<sup>nd</sup> half term)**

#### **Grammar:**

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although  
Using the present perfect form of verbs in contrast to the past tense  
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Using conjunctions, adverbs and prepositions to express time and cause  
Using fronted adverbials

Use apostrophes correctly to show either contraction or possession

Use commas correctly in extended sentences

#### **Poetry to Express Emotion**

Read and respond to a variety of poems

Prepare a collective performance of a poem

Understand and use speech punctuation

Plan and write a poem based on one read

Edit and modify a draft of a poem

#### **Writing:**

#### **Non Fiction: Leaflets, posters and reports relating to *Modern Europe* topic**

Read and respond to a variety of reports

Compare report texts and descriptive writing

Revise features of report writing

Practise researching and note-making

Plan and write a report using the features and structure of a non-chronological report

Read instructions and find the features of an instructional text

Understand the differences between instructions and explanations

Write a set of instructions

#### **Fiction:**

Recognise the structure of adventure stories

Write a dialogue between characters

Plan and write settings for a story

Use simple, compound and complex sentences

Write a story based on one read