

# Years 3 & 4



**Sheringham Class**

**Holkham Class**

**Brancaster Class**

Years 3 and 4 are an exciting time for your child. It is when your children continue their development and become more independent learners. We encourage the children to take a real interest in their learning and to ask questions to deepen their understanding of a particular topic or area.

Many of our subjects are taught discretely but we take the opportunity to make cross curricular links wherever possible. In year 3/4 we work on a 2 year programme of topics, which is outlined on the following pages. Our topics usually begin with a 'Wow' day where we engage the children in their learning.

Within this booklet we have also outlined the minimum requirements for both the end of year 3 and year 4 for Reading, Writing and Maths. These are based on the national curriculum expectations. During your child's lessons we focus on these objectives.

"Around here, we don't look backwards for very long... We keep moving forward, opening up new doors and doing new things because we're curious... and curiosity keeps leading us down new paths."

Walt Disney

# Topic Guide for Years 3 & 4

## Autumn Year A - Food Glorious Food

This term we will be taking a journey through time to discover what our ancestors ate and how they got their food. We will be comparing different periods in history and thinking about how this is different to how we get our food today. We will also be exploring different foods around the world and how we use food to help us to celebrate different special occasions.



## Spring Year A - How to Train a Dragon and Walking with Dinosaurs



Over this term the children will learn the differences between reality and myth. They will explore the world of dragons and how dragons are represented in different cultures across the world. They will focus particularly on Wales and China. In the second part of this term the children will investigate the world of the dinosaurs. They will learn about the world during the Triassic, Jurassic and Cretaceous periods. We also plan to really work on our historical investigation skills this half term, working together on the great big dinosaur find! (It's top secret!)

## Summer Year A - Madagascar

This topic gives us an opportunity to practise our geography skills. They will investigate Madagascar's wildlife, location, climate and physical geography using maps and atlases. The children will also explore Madagascar's trade and climate patterns alongside the human and physical features that are found there. Finally, the children will compare and contrast Madagascar to the United Kingdom.



## Autumn Year B - Into the Tomb



Over this term, we go back in time to the wonderful world of the Ancient Egyptians. We will be learning to place the Egyptians into historical and geographical context while learning about how they lived their lives. We will investigate the beliefs of the Egyptians along with some well-known gruesome rituals!

## Spring Year B - Into The Jungle

During the first half of the Spring term, we explore the wonderful Rainforest. We will be locating the different rainforests around the world and investigating their climates. We will be learning about the people that live in the rainforests and comparing their lives to ours. In the second half of the Spring term we explore chocolate! We discover where it came from and the children get to design their very own chocolate bar!



## Summer Year B - The Rotten Romans



This term we take a trip back in time to the time of the Romans. We discover why they came to Britain, how they lived and when they left. We investigate the impact the Romans had on life in Britain and how they changed the way we lived. We also explore the life of Boudicca!

# End of Year 3 and 4 Reading Expectations

## **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.

## **Comprehension:**

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can read books that are structures in different ways.
- I can use a dictionary to check the meanings of words I have read.
- I can retell a range of books and can also identify themes in them.
- I can prepare poems and plays to read aloud and perform.
- I can discuss words and phrases that are interesting.
- I can understand books that I have read by: explaining the meanings of words; by asking questions about the text; by inferring characters' feelings, thoughts and motives; by predicting what may happen next based on what I have already read; by identifying the main ideas in the text and identifying how the language, structure and presentation contribute to meaning.
- I can find and record information from non-fiction texts.
- I can discuss books that I have read and have had read to me.



# End of Year 3 and 4 Writing Expectations

## **Spelling:**

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can spell the commonly misspelt words from the Y3/4 word list.
- I can use the possessive apostrophe accurately.
- I can use the first two or three letters of a word to check its spelling in a dictionary.

## **Handwriting:**

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- I can improve the legibility, consistency and quality of my handwriting.

## **Composition:**

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can discuss and record my ideas.
- I can compose and rehearse sentences building a rich and varied vocabulary using an increasing range of structures.
- I can organise paragraphs around a theme.
- In narratives, I can create settings, characters and plot.
- In non-fiction, I can use simple organisational devices such as headings and sub-headings.
- I can say how effective my own writing is, and the writing of others', by: suggesting changes to grammar and vocabulary and by proof-reading for spelling and punctuation errors.
- I can read aloud my writing using expression so the meaning is clear.

## **Vocabulary, grammar and punctuation:**

- I can extend the range of my sentences using more than one clause by using a wider range of conjunctions including when, if, because and although.
- I can use the present perfect form of verbs.
- I can use nouns and pronouns appropriately for clarity and cohesion avoiding repetition.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials with commas.
- I can use the possessive apostrophe.
- I can use accurate speech punctuation.



# End of Year 3 Maths Expectations

## Number:

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can recognise the value of each digit in a 3-digit number.
- I can solve number and practical problems.
- I can derive and recall multiplication facts for 3, 4 and 8x tables.
- I can add and subtract mentally combinations of 1- digit, 2-digit and 3-digit numbers.
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can estimate the answer to a calculation and use the inverse operations to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate 2-digit x 1-digit using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems.
- I can solve number problems using one and two step problems.
- I understand and can count in tenths, and find the fractional value of a given set.
- I can add and subtract fractions with a common denominator.
- I can recognise and use fractions as numbers.
- I can recognise and show, using diagrams, equivalent fractions with small denominators.
- I can solve problems involving fractions.

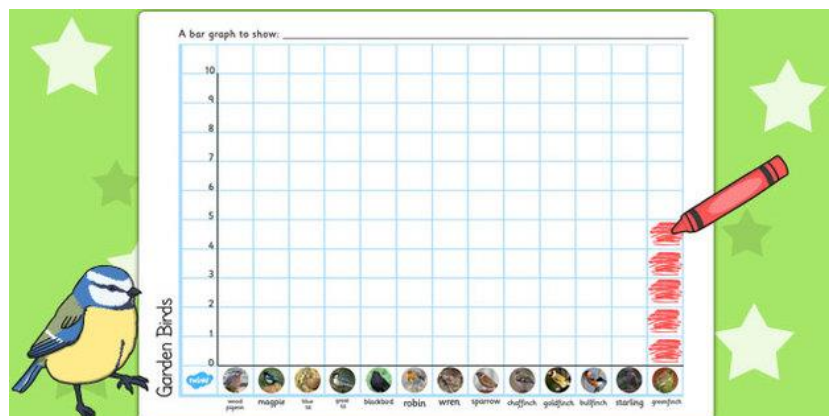


## Measurement and Geometry:

- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I can recognise angles as a property of shape or a description of a turn.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.
- I can draw 2D shapes and make 3D shapes using modelling materials and recognise 3D shapes in different orientations and describe them.
- I can measure, compare, add and subtract using common metric measures.
- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
- I can estimate and read time with increasing accuracy to nearest minute; record and compare time in terms of seconds, minutes, and hours; use vocabulary such as o'clock, a.m/p.m., morning, afternoon, noon and midnight.
- I know the number of seconds in a minute and the number of days in each month, year and leap year.
- I can compare durations of events.

## Statistics

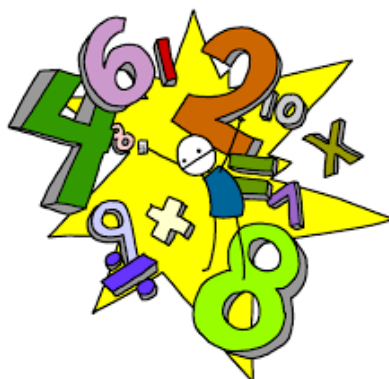
- I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.
- I can interpret and present data using bar charts, pictograms and tables.



# End of Year 4 Maths Expectations

## Number:

- I can recall all multiplication facts to  $12 \times 12$ .
- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can find 1000 more or less than a given number.
- I can recognise the place value of each digit in a four-digit number.
- I can order and compare numbers beyond 1000.
- I can identify, represent and estimate numbers using different representations.
- I can solve number and practical problems.
- I can read Roman numerals to 100 (C) and know that over time, the numeral system changed to include the concept of 0 and place value.
- I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
- I can count backwards through zero to include negative numbers.
- I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
- I can solve two step addition and subtraction problems in context.
- I can estimate and use inverse operations to check answers to a calculation.
- I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
- I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplication.
- I can recognise and use factor pairs in mental calculations.
- I can compare numbers with the same number of decimal places up to 2-decimal places.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.



### Measurement and Geometry:

- I can convert between different units of measure.
- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can estimate, compare and calculate different measures, including money in pounds and pence.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can solve problems involving converting hours to minutes; minutes to seconds; years to months; weeks to days.
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to two right angles by size.

### Position and Direction

- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can plot specified points and draw sides to complete a given polygon.

### Statistics

- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

